Teacher Inservice Center, 2233 Village Square Parkway, Fleming Island

April 1, 2021 - Regular School Board Meeting

Date: Apr 01 2021 (6:00 p.m.)

Student Showcase

Invocation (Reverend Todd Bussey, Christ's Church, Fleming Island Campus)

Pledge of Allegiance

Call to Order

Recognitions and Awards

Presenters

1. April's School Media Month Video Presentation

School Showcase

Presentations from the Audience (Public Comment)

Consent Agenda

Superintendent

2. C1 - Minutes of Workshop on February 23, 2021 and Regular Meeting on March 4, 2021

- 2021 Feb Workshop.pdf
- 2021 March 4 Regular Mtg.pdf

Human Resources

3. C2 - Proposed Supplement Allocations for 2021-2022

4. C3 - Reappointments of Instructional and Support Personnel 2021-2022 School Year

5. C4 - Personnel Consent Agenda

- Personnel Consent Agenda 4 1 2021.pdf

6. C5 - Renewal of 2021-2022 List of Physicians and Medical Facilities authorized to conduct physical examinations required for certain groups of employees.

- Physicians and Medical Facilities Approval List.pdf

7. C6 - Kelly Services Agreement Amendment

- Clay County Scheduled Time Amendment.pdf

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8. C7 - Proclamation #21-11 to Establish May 3 - 8, 2021, as Teacher Appreciation Week in Clay County, and Tuesday, May 4, 2021, as Teacher Appreciation Day

Teacher Appreciation Proclamation 2020-2021.pdf

9. C8 - Proclamation #21-12 to Establish April 19 - 23, 2021, as Administrative Professionals' Week and Wednesday, April 21, 2021, as Administrative Professionals' Day in Clay County.

Administrative Professionals Proclamation 2020-2021.pdf

Instruction-Academic Services

10. C9 - K-12 Academic Services Out of State and Overnight Student Travel

April 2021 - Student Travel.pdf

11. C10 - Edgenuity Courseware Agreement - Amend and Renew

April 2021 - Edgenuity Agreement Amendment.pdf

12. C11 - Summer Programs Manual and Calendar

April 2021 - 2021 Summer Programs Manual.pdf

April 2021 - 2021 Summer School Calendar.pdf

Instruction-Instructional Resources

13. C12 - Proclamation #21-13 to Establish April, 2021 as School Library Media Month in Clay

Proclamation-April-2021-School-Library-Media-Month.pdf

Instruction-Climate and Culture

14. C13 - Proclamation # 21-14 National School Nurse Week

Nurses Week Proclamation 20-21.pdf

15. C14 - Proclamation # 21-15: Month of the Military Child, Purple Up Day April 15, 2021

Proclamation #21-15 Month of the Military Child.pdf

Business Affairs

16. C15 - Proposed Allocation Changes for 2020-2021

17. C16 - Proposed Allocation Changes for 2021-2022

Business Affairs-Accounting

18. C17 - Monthly Financial Reports for February, 2021

February 2021 Board Monthly Financial Report.pdf

February 2021 Board Monthly Property Report.pdf

19. C18 - Budget Amendment for Month Ending February 28, 2021

Business Affairs-Property

20. C19 - Deletion of Certain Items Report - March, 2021

Deletion Report-March, 2021.pdf

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Business Affairs-Purchasing

21. C20 - Contract Renewal - County-Wide Architectural Services up to $2 Million

22. C21 - BID Renewal

Operations-Facilities

23. C22 - Schematic/Preliminary/Final (Phase I, II, and III) Plans and Specifications for Lakeside Junior High School Restroom Renovations, Building 5

24. C23 - Elementary School “R” Architect Contract Award

- Elementary R Architect Award.pdf

25. C24 - Middleburg High School Restroom Renovations Contract Award

26. C25 - Pre-Qualification of Contractors

- Table for Board Backup Contractor Prequal, 4.1.21.pdf

Adoption of Consent Agenda

CCEA Update

CESPA Update

Superintendent's Update and Presentations

Discussion Agenda

Human Resources

27. D1 - Human Resources Special Action A

- Special Action A 4.1.2021.pdf (Confidential)

28. D2 - Human Resources Special Action B

Instruction-Instructional Resources

29. D3 - Public Hearing and Vote to Approve as Advertised the Adoption of 2020-21 English Language Arts Materials

- 2020-21 ELA Adoption District Committee Recommendations - Core ELA Materials.pdf
- 6-12 Preselection Committee Reviews.pdf
- K-5 Preselection Committee Reviews.pdf

Business Affairs-Purchasing

30. D4 - RFP to be Awarded

- 5. (1) RFP 20-MA-319 Athletic Field Maintenance Services_Service Agreement AGROW PRO INC Complete Contract Packet.pdf
- 5. (2) RFP 20-MA-319 Athletic Field Maintenance Services_Service Agreement ST JOHNS TURF CARE Complete Contract Packet.pdf
- 6a. Athletic Field Maint Questionnaire _Responses from Athletic Directors for April Board.pdf
- 6a. Athletic Field Maint Cost Sheet for April Board.pdf

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6a. Athletic Director Job Description for April Board.pdf

School Board Attorney Remarks

School Board Member Remarks

Adjournment

DRAFT

April 1, 2021 - Regular School Board Meeting

Title
April's School Media Month Video Presentation

Description
Video presentation re April's Media Month and Proclamation

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation
Presentation only

Contact
Cynthia Johnson, Instructional Resources, cynthia.johnson@myoneclay.net

Financial Impact
None

Review Comments

Attachments

DRAFT

April 1, 2021 - Regular School Board Meeting

Title

C1 - Minutes of Workshop on February 23, 2021 and Regular Meeting on March 4, 2021

Description

Florida Statute 1001.42(1) requires the superintendent, as secretary, to keep such minutes and records as are necessary to set forth clearly all actions and proceedings of the school board. The minutes of each meeting shall be reviewed, corrected if necessary, and approved at the next regular meeting; provided that this action may be taken at an intervening special meeting if the board desires.

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Approve minutes as submitted.

Contact

David S. Broskie, Superintendent of Schools, david.broskie@myoneclay.net; Bonnie O'Nora, Board Assistant

Financial Impact

None

Review Comments

Attachments

- 2021 Feb Workshop.pdf
- 2021 March 4 Regular Mtg.pdf

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AgendaPlus®

School Board of Clay County

District Multi-Purpose Center, Corner of Walnut Street & Gratio Place, Green Cove Springs, FL

February 23, 2021 - School Board Workshop

Date: Feb 23 2021 (9:00 a.m.)

Invocation (Mary Bolla)

Call to Order (Present: Janice Kerekes, District 1; Beth Clark, District 2; Tina Bullock, District 3; Mary Bolla, District 4; Ashley Gilhousen, District 5; and Superintendent David Broskie)

Workshop Items

1. Review Draft Agenda for Regular School Board Meeting on March 4, 2021

March-4-2021-regular-school-board-meeting_agenda_packet.pdf

Minutes:

Recognitions and Presentations:

- Recognition of Student Athletes of the Month - no discussion;

Consent Agenda:

- C1 Minutes of Workshop on January 12, 2021; Workshop and Special Meeting on January 26, 2021; Regular Meeting on February 4, 2021 - no discussion
- C2 Proclamation #21-10, Clay County Agricultural Fair - CCDS support and participation of the Fair continues, and Fair Day will be designated again on our student calendar next year;
- C3 Approve Half Cent Sales Tax Citizen Oversight Committee Application form - no discussion;
- C4 Yearly E-RATE Category 2 RFP awards - no discussion;
- C5 Personnel Consent Agenda - includes updated job descriptions for Superintendent's Office; the Board agreed to Superintendent Broskie's proposal to work with School Board Attorney Bruce Bickner to update the School Board Attorney job description for the Board's review;
- C6 Appointment of Clay County School Board's CCEA and CESPA Bargaining Team Members for 2021-2022 - the Clay County Education Association will be a full contract this year;
- C7 Montessori Program Memorandum of Understanding - the district has worked with Clay County Education Association re this program resulting in the proposal to offer teachers a retention bonus of $1,500 to ensure we retain teachers for two years following completion of their district paid training to earn this credential;
- C8 K-12 Academic Services Out of State and Overnight Student Travel - no discussion;
- C9 2021-22 Florida Youth Challenge Academy Calendar - no discussion;
- C10 Proclamation #21-09 to Establish School Social Work Week - no discussion;
- C11 Proposed Allocation Changes for 2020-2021 - no discussion;
- C12 Agreement with Florida Division of Emergency Management-Rideout Elementary School - no discussion;
- C13 Monthly Financial Reports for January, 2021 - no discussion;
- C14 Budget Amendment for Months Ending September, October, November, December 31, 2020, and January 31, 2021 - no discussion;
- C15 Approval of the 2021-2022 Payroll Calendars - no discussion;
- C16 Deletion of Certain Items Report - February 2021 - routine surplus of items;

DRAFT

- C17 BID Renewal - no discussion;
- C18 Vendor Agreement Renewal - no discussion;
- C19 Change Order #2 for Orange Park High School HVAC Repair/Replacement (Building 4 - Gymnasium) - no discussion;
- C20 Pre-Qualification of Contractors - no discussion;
- C21 Annual Florida Inventory of School Houses (FISH) Certification - no discussion;
- C22 Approve Clay County School Concurrency Proportionate Share Mitigation Agreement-Amended, for Bradley Creek Holdings LLC, (Creekview Trail Development in the Lake Asbury area) - originally approved in May 2020 but exhibit A of the agreement contained an error in the legal description of the property which has now been revised and corrected;

Discussion Agenda:

- D1 Human Resources Special Action A - no discussion;
- D2 Human Resources Special Action B - no discussion;
- D3 Human Resources Special Action C - no discussion;
- D4 Renewal of Employee Benefits for 2021-2022 - a flat renewal is being offered this year;
- D5 Public Hearing to Approve as Advertised Attendance Boundary Realignment for Oakleaf and Ridgeview High Schools - no discussion;
- D6 Public Hearing to Approve as Advertised Attendance Boundary Realignment for Tynes Elementary School and Coppergate Elementary School - no discussion;
- D7 Public Hearing to Approve as Advertised Attendance Boundary Realignment for Lake Asbury Junior High School and Lakeside Junior High School - no discussion.

2. Synergy Presentation

Synergy Overview - School Board Agenda Review.pdf

Minutes:

Ethan Caren, Director of Information & Technology Services, Sabrina Thomas, Supervisor of Information & Technology Services, and Steve Amburgey, Director of Assessment Accountability & School Support, provided an overview of Synergy, an online platform scheduled for implementation on July 1, 2021. Synergy will provide for the consolidation of multiple platforms into one system and allow staff, students, and parents to communicate and track progress in a more efficient manner.

Discussion included the reduction in overall cost of implementing this program, security and login procedures, and the possibility of implementing this within student transportation. Mr. Broskie advised of a new supplemental job description, Instruction Application Facilitator, that will be presented for the board's consideration, in replacement of the Application Coach supplement (currently 13 allocations), in order to provide for a home-based instructor at every school. The need for this supplement will be reviewed annually and include consideration of the additional features of Synergy that will be layered in as implementation progresses.

Questions from the Audience

Superintendent Comments

3. Superintendent's Comments

Minutes:

Superintendent Broskie reviewed the timeline for approving allocations, reappointments, and supplements. The coming year will likely include greater movement of allocations in order to track parallel to the movement of students within our various educational settings. Mr. Broskie requested the board members meet with Bryce Ellis, Interim Assistant Superintendent Operations, 1:1 to review additional allocations needed to support the work within the Support Services Division.

School Board Comments

4. School Board Member Comments

Minutes:

Mrs. Gilhousen requested information on how state assessments are being administered for OneClayOnline students. Mr. Broskie advised that the assessment timeline has been extended to allow the requirement for students to physically take the

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test, for security purposes, with safety and distancing at our schools. Mrs. Gilhousen suggested the board potentially review the students' cell phone use policy to delineate appropriate usage at various grade levels. The board would like input from school administrators and to have additional information and further discussion on this issue to address the practicality of phone usage. A presentation to educate parents on aspects of cell phone use was also considered. The board agreed to add an agenda item to the March 23rd workshop to discuss and review the Code of Student Conduct relative to cell phone use.

Mrs. Clark recently attended the School Finance Forum sponsored by Florida School Boards Association.

Additional discussion involved the timeline and application process for the Half Cent Sales Tax Citizen Oversight Committee.

Board members were pleased with the work and negotiations accomplished by Sheila Gann and the Insurance Committee.

Adjournment (10:40 a.m.)

Superintendent of Schools

Board Chair

DRAFT

Teacher Inservice Center, 2233 Village Square Parkway, Fleming Island, FL

March 4, 2021 - Regular School Board Meeting

Date: Mar 04 2021 (6:00 p.m.)

Student Showcase (None)

Invocation (Pastor Mason Dorsey, Fleming Island United Methodist Church)

Pledge of Allegiance

Call to Order (Present: Janice Kerekes, District 1; Beth Clark, District 2, Tina Bullock, District 3; Mary Bolla, District 4; Ashley Gilhousen, District 5; Superintendent David Broskie)

Recognitions and Awards

1. Recognition of Student Athletes of the Month

Board Meeting Student Athlete of The Month .pdf

Minutes:

John Sgromolo, Coordinator of District Athletics, recognized the "Clay County Athletes of the Month." These athletes were nominated by athletic directors in recognition of their excellence in academics, athletics, leadership, exceptional character, and community involvement.

- September 2020 - Camille Jackson (KHH) Girls Golf
- October 2020 - Anthony DeLeon (OPH) Boys Swimming
- November 2020 - Samantha Migliore (CHS) Girls Weightlifting
- December 2020 - Matthew Rodriguez (RHS) Wrestling
- January 2021 - Alyse Gomez (MHS) - Girls Soccer

Presenters

School Showcase (None)

Presentations from the Audience (Public Comment)

2. Public Comment

Minutes:

Public speakers:

- Ezra McCollum - quarantine policy for athletes
- Karen McCollum - quarantine policy for athletes
- David Coughlin - substitute teacher training

Consent Agenda

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Superintendent

3. C1 - Minutes of Workshop on January 12, 2021; Workshop and Special Meeting on January 26, 2021; Regular Meeting on February 4, 2021

2021 Jan 12 Workshop.pdf

2021 Jan 26 Workshop.pdf

2021 Jan 26 Special Meeting.pdf

2021 Feb 4 Regular Meeting.pdf

4. C2 - Proclamation #21-10, Clay County Agricultural Fair

Proclamation 21-10 2021 Clay County Fair.pdf

School Board Attorney

5. C3 - Approve Half Cent Sales Tax Citizen Oversight Committee Application form

Oversight Committee Application_021821-Draft4.pdf

Information Technology Services

6. C4 - Yearly E-RATE Category 2 RFP awards

Connection Erate2021 48_Port_Copper_and_Fiber.pdf

PC Solutions Erate2021 Portable Classroom.pdf

Human Resources

7. C5 - Personnel Consent Agenda

Personnel Consent Agenda 3.4.2021.pdf

8. C6 - Appointment of Clay County School Board's CCEA and CESPA Bargaining Team Members for 2021-2022

2021-2022 Bargaining Team Members.pdf

9. C7 - Montessori Program Memorandum of Understanding

Montessori Program MOU.pdf

Instruction-Academic Services

10. C8 - K-12 Academic Services Out of State and Overnight Student Travel

March 2021 - Student Travel.pdf

11. C9 - 2021-22 Florida Youth Challenge Academy Calendar

March 2021 - FYCA Calendar 2021-22.pdf

Instruction-Climate and Culture

12. C10 - Proclamation #21-09 to Establish School Social Work Week

2021 School Social Work Week Proclamation.pdf

Business Affairs

13. C11 - Proposed Allocation Changes for 2020-2021

Allocation Summary - March 4, 2021.pdf

14. C12 - Agreement with Florida Division of Emergency Management -Rideout Elementary School

Division of Emergency Mgmt Agreement-Rideout Elementary.pdf

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Business Affairs-Accounting

15. C13 - Monthly Financial Reports for January, 2021

January 2021 Board Monthly Financial Report.pdf

January 2021 Board Monthly Property Report.pdf

January 2021 Board Contract Report ($50,000-$100,000).pdf

16. C14 - Budget Amendment for Months Ending September, October, November, December 31, 2020, and January 31, 2021

Budget Amendment September 2020.pdf

Budget Amendment October 2020.pdf

Budget Amendment November 2020.pdf

Budget Amendment December 2020.pdf

Budget Amendment January 2021.pdf

Business Affairs-Payroll

17. C15 - Approval of the 2021-2022 Payroll Calendars

2021_2022_Payroll_Calendar_9_Month (1).pdf

2021_2022_Payroll_Calendar_11_Month (1).pdf

2021_2022_Payroll_Calendar_FYCA.pdf

2021_2022_Payroll_Calendar_10_Month.pdf

2021_2022_Payroll_Calendar_12_Month.pdf

Business Affairs-Property

18. C16 - Deletion of Certain Items Report - February, 2021

Deletion Report-February, 2021.pdf

Business Affairs-Purchasing

19. C17 - BID Renewal

20. C18 - Vendor Agreement Renewal

210085 Bailey Group Addendum #1.pdf

Operations-Facilities

21. C19 - Change Order #2 for Orange Park High School HVAC Repair/Replacement (Building 4 - Gymnasium)

Change Order #2 Orange Park High School HVAC Repair Replacement.pdf

22. C20 - Pre-Qualification of Contractors

Table for Board Backup Contractor Prequal, 3.4.21.pdf

23. C21 - Annual Florida Inventory of School Houses (FISH) Certification

signature page FISH CERT2021.pdf

24. C22 - Approve Clay County School Concurrency Proportionate Share Mitigation Agreement-Amended, for Bradley Creek Holdings LLC. (Creekview Trail Development in the Lake Asbury area).

Proportionate Share Mitigation Agreement-Amended.pdf

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Adoption of Consent Agenda

25. Adoption of Consent Agenda

Minutes:

Prior to the adoption of the consent agenda, Chair Bolla made a statement advising item C14 Budget Amendment for Months Ending September, October, November, December 31, 2020 and January 31, 2021 contained the same scrivener's error on the first page of each of the five budget amendment attachments. The error was clerical, not substantive, in nature, and the attachments were corrected and replaced prior to the meeting.

Motion

Motion to Approve Adoption of Consent Agenda

Vote Results (*Approved*)

Motion: Janice Kerekes

Second: Tina Bullock

Janice Kerekes	- Aye
Ashley Gilhousen	- Aye
Mary Bolla	- Aye
Tina Bullock	- Aye
Beth Clark	- Aye

CCEA Update (Victoria Kidwell)

CESPA Update (None)

Superintendent's Update and Presentations

26. Superintendent's Update

Minutes:

Superintendent Broskie provided an update that highlighted the following:

- 2020-2021 School Year Data and Reflection
- Academic Vision
- COVID-19 Vaccine Update for Employees
- State Testing Calendar
- 2020-2021 Climate Survey
- Science Fair Awards
- March Celebrations
- Spring Break Reminders

Discussion Agenda

Human Resources

27. D1 - Human Resources Special Action A

Special Action A.pdf (Confidential)

Motion

Motion to Approve Human Resources Special Action A

Vote Results (*Approved*)

Motion: Ashley Gilhousen

Second: Janice Kerekes

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Janice Kerekes - Aye
Ashley Gilhousen - Aye
Mary Bolla - Aye
Tina Bullock - Aye
Beth Clark - Aye

28. D2 - Human Resources Special Action B

Special Action B.pdf (Confidential)

Motion

Motion to Approve Human Resources Special Action B

Vote Results (*Approved*)

Motion: Ashley Gilhousen

Second: Tina Bullock

Janice Kerekes - Aye
Ashley Gilhousen - Aye
Mary Bolla - Aye
Tina Bullock - Aye
Beth Clark - Aye

29. D3 - Human Resources Special Action C

Minutes:

There was no Human Resources Special Action C.

Business Affairs-Insurance

30. D4 - Renewal of Employee Benefits for 2021-2022

CCSD Board Presentation 03042020 (3).pdf

Motion

Motion to Approve Renewal of Employee Benefits for 2021-2022

Vote Results (*Approved*)

Motion: Janice Kerekes

Second: Tina Bullock

Janice Kerekes - Aye
Ashley Gilhousen - Aye
Mary Bolla - Aye
Tina Bullock - Aye
Beth Clark - Aye

Operations-Facilities

31. D5 - Public Hearing to Approve as Advertised Attendance Boundary Realignment for Oakleaf and Ridgeview High Schools

Attendance Boundary Adv. OHS, RHS, TES, CGE, LAJ, LJH.pdf

Back up OHS to RHS.pdf

Minutes:

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Chair Bolla opened the public hearing. With no one coming forward to speak, the public hearing was closed.

Mrs. Clark expressed the importance of carefully examining all attendance boundary changes to minimize the impact on families. Mrs. Bolla advised that, given the substantial growth in Clay County, it is critical to consider all areas, and attention to planning is important.

Motion

Motion to Approve as Advertised Attendance Boundary Realignment for Oakleaf and Ridgeview High Schools

Vote Results (*Approved*)

Motion: Ashley Gilhousen

Second: Janice Kerekes

Janice Kerekes	- Aye
Ashley Gilhousen	- Aye
Mary Bolla	- Aye
Tina Bullock	- Aye
Beth Clark	- Aye

32. D6 - Public Hearing to Approve as Advertised Attendance Boundary Realignment for Tynes Elementary School and Coppergate Elementary School

Attendance Boundary Adv. OHS, RHS, TES, CGE, LAJ, LJH.pdf

Back up TES to CGE.pdf

Minutes:

Chair Bolla opened the public hearing. With no one coming forward to speak, the public hearing was closed.

Motion

Motion to Approve as Advertised Attendance Boundary Realignment for Tynes Elementary School and Coppergate Elementary School

Vote Results (*Approved*)

Motion: Beth Clark

Second: Tina Bullock

Janice Kerekes	- Aye
Ashley Gilhousen	- Aye
Mary Bolla	- Aye
Tina Bullock	- Aye
Beth Clark	- Aye

33. D7 - Public Hearing to Approve as Advertised Attendance Boundary Realignment for Lake Asbury Junior High School and Lakeside Junior High School

Attendance Boundary Adv. OHS, RHS, TES, CGE, LAJ, LJH.pdf

Back up LAJ to LJH.pdf

Minutes:

Chair Bolla opened the public hearing. With no one coming forward to speak, the public hearing was closed.

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Motion

Motion to Approve as Advertised Attendance Boundary Realignment for Lake Asbury Junior High School and Lakeside Junior High School

Vote Results (*Approved*)

Motion: Janice Kerekes

Second: Ashley Gilhousen

Janice Kerekes	- Aye
Ashley Gilhousen	- Aye
Mary Bolla	- Aye
Tina Bullock	- Aye
Beth Clark	- Aye

School Board Attorney Remarks (None)

School Board Member Remarks

34. School Board Member Comments

Minutes:

During an earlier presentation of the Superintendent's Update, Mrs. Gilhousen requested that the board receive results of the climate survey. Mrs. Gilhousen expressed appreciation to the superintendent and operations department for their efforts and decisions relative to rezoning.

Mrs. Bullock shared portions of letters written by Keystone area residents, requesting consideration for the educational needs of the Keystone community. Mrs. Bullock and Mrs. Kerekes encouraged the prioritization of these needs, along with the needs of other schools. The possibility of holding a workshop was discussed.

Board members collectively expressed congratulations to the student-athletes and science fair participants, and their regret re the impact COVID and resultant quarantining has had on school programs, students, and families. Consideration of alternative options to secure substitutes may be examined. Board members are attending Florida School Boards Association 34th Annual Day in the Legislature Virtual Conference.

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Adjournment (7:22 p.m.)

Superintendent of Schools

School Board Chair

April 1, 2021 - Regular School Board Meeting

Title

C2 - Proposed Supplement Allocations for 2021-2022

Description

The School Board is required to take action on all academic and athletic supplemental allocations each school year.

Gap Analysis

The following list comprises various transactions that require the recommendation of the Superintendent and the approval of the School Board. The supplemental list includes academic and athletic supplements.

Previous Outcomes

Cost analysis for the past seven (7) years:

- 2013-2014 Academic $1,470,892.00 / Athletic $1,211,876.00 = $2,682,768.00.
- 2014-2015 Academic $1,547,000.00 / Athletic $1,210,861.00 = $2,758,561.00.
- 2015-2016 Academic $1,555,313.00 / Athletic $1,210,861.00 = $2,766,174.00.
- 2016-2017 Academic $1,556,323.00 / Athletic $1,213,311.00 = $2,769,634.00.
- 2017-2018 Academic $1,576,063.00 / Athletic $1,218,858.00 = $2,794,921.00.
- 2018-2019 Academic $1,614,177.00 / Athletic $1,223,058.00 = $2,837,235.00.
- 2019-2020 Academic $1,633,848.00 / Athletic $1,223,058.00 = $2,856,906.00
- 2020-2021 Academic $1,665,383.00 / Athletic $1,261,367.00 = $2,926,750.00.

Expected Outcomes

Supplements will be distributed sufficiently to meet the needs of the various schools and district departments.

Strategic Plan Goal

Ensure fiscal responsibility and equitable distribution of resources.

Recommendation

Approve the supplements as presented.

Contact

Brenda G. Troutman, Assistant Superintendent for Human Resources. (904) 336-6701 Brenda.Troutman@myoneclay.net

Financial Impact

Cost of Academic Supplements: $ / Cost of Athletic Supplements: $ Total: $

Review Comments

Attachments

DRAFT

April 1, 2021 - Regular School Board Meeting

Title

C3 - Reappointments of Instructional and Support Personnel 2021-2022 School Year

Description

The attached reappointment documents reflect school-based and district instructional and support employees that have cleared any holds and have been submitted for reappointment during the 2020-2021 school year. Florida Statutes 1012.27 and 1012.22 outlines the duties and responsibilities of the Superintendent of Schools and the School Board regarding reappointments of employees. This action fulfills these requirements.

Gap Analysis

N/A

Previous Outcomes

Each year the Clay County School board has approved the reappointment of Instructional and Support Personnel.

Expected Outcomes

Reappointment of recommended PSC, CC, AC instructional personnel and reappointments of multi-year contract and AC non-instructional personnel will be approved.

Strategic Plan Goal

Ensure the retention of effective employees.

Recommendation

Approval of 2020-2021 reappointment agenda as presented for instructional and non-instructional personnel.

Contact

Brenda G. Troutman, Assistant Superintendent for Human Resources. (904) 336-6701 Brenda.Troutman@myoneclay.net

Financial Impact

The financial impact would be the total salary and benefits of the reappointed employees in the 2020-2021 budget.

Review Comments

Attachments

DRAFT

April 1, 2021 - Regular School Board Meeting

Title

C4 - Personnel Consent Agenda

Description

Florida Statutes, State Board Rules and Clay County School Board Policies require Board notification and/or action regarding decisions and recommendations of the Superintendent related to Personnel matters. Actions regarding personnel have been recommended by Supervisors, approved by the Superintendent and are being forwarded to the Board for action or, if appropriate, for information. Personnel Actions, Transfer Requests, Pre-employments, Leave Forms or Directives from the Superintendent are available for review in the Human Resources Division.

Gap Analysis

These personnel actions are necessary for the effective operation of the school district.

Previous Outcomes

The Clay County School Board has approved each month a Personnel Consent Agenda which contains appointments, re-appointments, transfers, redesignations, retirements, resignations, and conclude employments.

Expected Outcomes

Approval of the Personnel Consent Agenda.

Strategic Plan Goal

Goal 5: Develop and support great educators, support personnel, and leaders.

Initiative 5.1.1 - Recruit and retain highly skilled, qualified, and diverse educators, leaders, and support staff.

Recommendation

To approve the Personnel Consent Agenda.

Contact

Brenda G. Troutman, Assistant Superintendent for Human Resources. (904) 336-6701 Brenda.Troutman@myoneclay.net

Financial Impact

Personnel changes involving already-allocated positions will result in salary impact per the current Board-approved Salary Schedule. This also includes supplemental positions. See current backup for allocation changes for impact of new positions.

Review Comments

Attachments

Personnel Consent Agenda 4 1 2021.pdf

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DIVISION OF HUMAN RESOURCES
PERSONNEL CONSENT AGENDA
April 1, 2021
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	C.	2020-2021 Redesignations	III-C, p. 1
	D.	2020-2021 Transfers	III-D, p. 1
	E.	2020-2021 Resignations/Retirements/Conclude Employment	III-E, p. 1
	F.	2020-2021 Supplements	III-F, p. 1
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VI.	**Support Actions**		
	A.	2020-2021 Appointments	VI-A, p. 1-2
	B.	2020-2021 Reappointments	VI-B, p. 1-2
	C.	2020-2021 Redesignations	VI-C, p. 1
	D.	2020-2021 Transfers	VI-D, p. 1-2
	E.	2020-2021 Resignations/Retirements/Conclude Employment	VI-E, p. 1-2
	F.	2020-2021 Supplements	VI-F, p. 1

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I. Administrative Actions

A. APPOINTMENT

Name/Assignment	Site	Contract

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I. Administrative Actions

B. RE-APPOINTMENT

	Name/Assignment	Site	Contract

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I. Administrative Actions

C. RE-DESIGNATION

Name/Assignment	Site	Previous Assignments

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I. Administrative Actions

D. TRANSFER

	Name/Assignment	Site	Contract

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I. Administrative Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	Name/Assignment	Site	Effective/Action

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I. Administrative Actions

F. SUPPLEMENT

	Name/Assignment	Site	

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II. JOB DESCRIPTION ACTIONS

A. Support - Approve the following job descriptions:

REVISED:

As a response to the OPPAGA Audit and in an effort to ensure that all job descriptions are current, Human Resources is leading the revision of all job descriptions throughout the District. This month, all Custodial job descriptions have been carefully reviewed and revised.

C-3.4.09 - Custodian
C-3.4.17 - Head Custodian I
C-3.4.58 - Head Custodian

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Job Locator: C-3.4.09
Title: Custodian
Position Grade: Support Salary Schedule
Evaluated By: Principal/Assigned Supervisor

Job Description:

Actively maintains, cleans, sweeps, dusts ~~-or~~ and mops assigned areas of a facility and maintains District buildings and grounds. Assists in evening set up and break down of seating, tables and stage, provides restroom service for special events.

Responsibilities and duties of this position include:

1. Cleans and disinfects facilities to include but not limited to ~~ing~~ sweeping, strip, wax ~~-ing~~ and mopping of floors, vacuum ~~ing -~~and extraction of ~~shampooing~~ carpets, dusts ~~ing~~ blinds and shelves, washes ~~ing~~ windows, tables, ~~chalk~~ white boards, sinks, and all restroom fixtures. ~~urinals, toilets, etc.~~
2. ~~Performs minor or preventive maintenance repairs (i.e. changing light bulbs, oil, or spark plugs, replacing air conditioning filters, unplugging sinks or toilets, tightening bolts and screws, assembling furniture or toys).~~ Performs minor and preventive maintenance repairs (i.e. changes light bulbs, oil, or spark plugs, replaces air conditioning filters, unclogs restroom fixtures, tightens bolts and screws, completes minor painting jobs, assembles furniture, equipment or toys, etc.)
3. Ensures building security by turning off lights and locking doors.
4. Assists in setting up bleachers, chairs, tables, or other materials/equipment needed for school ~~building~~ special events/meetings.
5. Reviews and knows their role in the school's lockdown and emergency protocols and procedures.
6. Knows their role in support of shelter operations.
7. Reports suspicious activity or persons to the schools resource officer or guardian.
8. ~~Maintains grounds by: mowing, edging and weeding the grass, planting, watering, and fertilizing shrubs, trees, flowers and plants, and raking and picking up dead leaves.~~ Waters, mows, edges school sidewalks and weeds plant beds ~~the grass~~; cleans sidewalks and parking lots. Assists in removal of yard waste (leaves, small branches and other debris)
9. May also perform a variety of miscellaneous duties (i.e. painting classrooms, lining ball fields, delivering equipment to teachers or staff, ~~stocking soda machines,~~ setting up and arranging furniture or special equipment, and picking up paper or debris).
10. Performs other duties of a similar nature or level.

Required Qualifications:

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1. Previous experience operating light maintenance and cleaning equipment (i.e. mowers, edgers, vacuum cleaners, scrubbers, extractors, etc.).
2. Ability to move objects weighing up to fifty (50) pounds.
3. Must be able to climb a six ft ladder.
4. Must be able to independently follow written instructions.
5. Must be competent, after suitable instruction, in the proper use of chemicals and compounds used in the custodial process.
6. Must be competent, after suitable instruction, in the operation, care and use of all assigned custodial equipment.

PHYSICAL EFFORT	REGULARLY	FREQUENTLY	OCCASIONALLY	NEVER
Lifting/carrying objects under 20 pounds	x			
Lifting/carrying object between 21-50 pounds		x		
Standing for sustained period of time	x			
Stooping/bending	x			
Walking for sustained periods of time	x			
Climb steps, stools or ladders		x		
Kneeling/crouching		x		
Twisting	x			
Pushing/pulling carts or other such objects	x			
Reach above shoulders		x		
Repetitive motions of the wrists, hands and fingers	x			
Operation of power tools, mechanical equipment		x		

WORKING CONDITIONS	REGULARLY	FREQUENTLY	OCCASIONALLY	NEVER
Working in normal office environment with few physical discomforts.		x		
Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variations and other conditions.	x			
Working with equipment or performing procedures where carelessness could result in injury		x		
Work Conditions that may have a variety of physical conditions, such as proximity to moving mechanical parts, electrical current, working on scaffolding and high		x		

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places, and exposure to heat or chemicals.				

Approved: 05/20/1993
Revised: 09/15/1994
Revised: 04/01/2021

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Job Locator: C-3.4.17
Title: Head Custodian I
Position Grade: Support Salary Schedule
Evaluated By: ~~Principal /~~ Assigned Supervisor

Job Description:
Coordinates, schedules and directs the district's roving custodial staff and contracted services. Assists in the work and daily porter activities as required by the district offices; ~~activities of custodial staff~~; performs preventive maintenance duties; monitors equipment for safety concerns; orders supplies and monitors expenses. Oversees custodial operations at all district facilities ~~in an assigned facility~~ directly or through designated head ~~lead~~ custodial personnel to ensure a safe and clean environment for both students and staff.

Responsibilities and duties of this position include:

1. Coordinates, plans, ~~assigns~~ and inspects the work of the district's contracted custodial staff. Provides work direction, ~~and~~ monitors onsite quality, performance and provides feedback to contractor's managing supervision.
2. Provides custodial training, support and assistance to all district schools.
3. Coordinates scheduling and supervises the district's roving custodial staff.
4. Monitors and makes minor adjustments to the heating, cooling, plumbing, electrical and lighting systems; checks and/or inspects control and emergency procedures; (i.e. fire extinguishers, exit lights, etc.).
5. Performs minor and preventive maintenance ~~(i.e. cleaning air filters)~~. Requests outside repair ~~person~~ for major repairs, writes work requisitions for district offices and local school level custodial and equipment services.
6. Liaison with custodial chemical and equipment suppliers, orders supplies and equipment, monitors inventory levels and orders accordingly. Unloads and delivers equipment and special supplies to all district facilities.
7. ~~Orders custodial supplies from the storeroom and monitors inventory levels.~~
8. ~~Orders beverages for soda machines; stores inventory and stocks items on an as-needed basis.~~
9. ~~Loads and unloads equipment and supplies; delivers to the designated party.~~
10. Sets up and takes down furniture in the multipurpose room and various conference rooms. ~~(i.e. chairs, stages, benches, etc.)~~
11. Performs daily porter services on an as needed basis to include restock supplies, office moves, common area and specified cleaning services, ~~cleaning activities, such as: cleaning halls, emptying trash, cleaning restrooms or commons area,~~ and minor cutting grass, landscaping and hedge trimming. ~~hedges.~~

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12. Performs special cleaning or maintenance activities, such as: stripping and waxing floors, shampooing carpet, and summer cleaning.

13. Recommends capital equipment purchases and monitors expenditures; completes necessary forms and/or paperwork.

14. Performs other duties of a similar nature or level.

Required Qualifications:

1. Requires a minimum of five years of previous custodial experience, of which at least one year includes some lead or supervisor experience.

2. Must be a high school graduate or have passed the G.E.D. equivalency examination.

3. Must be expert ~~competent~~, after training and ~~suitable~~ instruction, in the proper use of chemicals and compounds in the custodial program.

4. Must have a valid Florida Driver's License appropriate for the vehicle/equipment assigned and maintain same during employment.

5. Must have safe driving history prior to employment. Safe driving history shall be interpreted as follows: On a license record search, no accumulation of points totaling 8 or more in any 12- month period within the three (3) years immediately preceding the record search; and no conviction for DUI within the seven (7) years immediately preceding the record search. A no- contest plea shall be considered the same as a conviction.
6. Must maintain a safe driving record while employed.

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PHYSICAL EFFORT	REGULARLY	FREQUENTLY	OCCASIONALLY	NEVER
Lifting/carrying objects under 20 pounds	x			
Lifting/carrying object between 21-50 pounds		x		
Standing for sustained period of time	x			
Stooping/bending	x			
Walking for sustained periods of time	x			
Climb steps, stools or ladders		x		
Kneeling/crouching	x			
Twisting	x			
Pushing/pulling carts or other such objects	x			
Reach above shoulders	x			
Repetitive motions of the wrists, hands and fingers	x			
Operation of power tools, mechanical equipment		x		

WORKING CONDITIONS	REGULARLY	FREQUENTLY	OCCASIONALLY	NEVER
Working in normal office environment with few physical discomforts.		x		
Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variations and other conditions.		x		
Working with equipment or performing procedures where carelessness could result in injury		x		
Work Conditions that may have a variety of physical conditions, such as proximity to moving mechanical parts, electrical current, working on scaffolding and high places, and exposure to heat or chemicals.			x	

Board Approved: 05/20/1993
Revised: 04/01/2021

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Job Locator: C-3.4.58
Title: Head Custodian
Position Grade: Support Salary Schedule
Evaluated By: Principal/Assigned Supervisor

Job Description:

Provides work direction and assists ~~works with~~ the custodial staff in general and deep cleaning and facility maintenance activities. Oversees custodial operations, priorities and schedules to ensure operational excellence, cleanliness, and safety. Works to ensure full educational use of the facility is realized and provides a safe and comfortable environment for both students and staff.

Responsibilities and duties of this position include:

1. Monitors and assists in the cleaning activities of the custodial staff. Inspects work and responds to issues and/or concerns as directed by school administration.
2. Turns out lights and secures entrances and exits. Inspects fire extinguishers monthly for proper operability. ~~for safety concerns.~~
3. Reports all safety concerns, initiates work requisitions.
4. Distributes cleaning supplies to staff. Inventories custodial equipment and supplies. Makes equipment and supplies order requests to the school's book keeper or designated individual.
5. Performs routine cleaning activities; ~~such as~~ dusting, sweeping, moping, vacuuming and emptying trash ~~waste baskets.~~
6. Wipes out sinks, disinfects and cleans restroom fixtures ~~toilets~~ and sweeps and mops restroom ~~swashes bathroom~~ floors.
7. Waters, mows, edges school sidewalks and weeds plant beds ~~the grass~~; cleans sidewalks and parking lots.
8. Reviews and knows their role in the school's lockdown and emergency protocols and procedures.
9. Knows their role in support of shelter operations.
10. Reports suspicious activity or persons to the schools resource officer or guardian.
11. Monitors and makes minor adjustments ~~or~~ and performs minor preventive maintenance in the areas of ~~an~~ electrical, carpentry, plumbing or mechanical systems ~~nature~~ (i.e. changes ~~ing~~ light bulbs, oil, mower blades or spark plugs, replaces ~~ing~~ air conditioning filters, unclogs ~~unplugging sinks or toilets~~ restroom fixtures, tightens ~~ing~~ bolts and screws, repairs ~~ing~~ steps and ramps, completes ~~ing~~ minor painting jobs, assembles ~~ing~~ furniture, equipment or toys, etc.)
12. Sets up and takes down furniture and equipment needed for ~~a~~ special events or activities ~~y~~ .
13. Loads and unloads equipment and supplies; delivers to the receiving entity. ~~designated party.~~

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14. Performs special cleaning and ~~on~~ maintenance activities, such as, strip~~-ping~~ and wax~~ing~~ floors, top scrub and recoat, ~~shampooing~~ extract carpets and summer cleaning.

15. Performs other duties of a similar nature or level.

Required Qualifications:

1. Requires a minimum of ~~three~~ two years previous custodial and grounds experience - one year previous lead or supervisory experience is desirable.
2. Requires the ability to move objects weighing up to fifty pounds.
3. Ability to read basic operating instructions and write reports. Demonstrated aptitude for the successful completion of tasks.
4. Must be able to climb a six ft ladder.
5. Be a high school graduate or have passed the recognized equivalency examination for GED.
6. Must be competent, after suitable instruction, in the proper use of chemicals and compounds used in the custodial program.

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PHYSICAL EFFORT	REGULARLY	FREQUENTLY	OCCASIONALLY	NEVER
Lifting/carrying objects under 20 pounds	x			
Lifting/carrying object between 21-50 pounds			x	
Standing for sustained period of time	x			
Stooping/bending	x			
Walking for sustained periods of time	x			
Climb steps, stools or ladders			x	
Kneeling/crouching		x		
Twisting	x			
Pushing/pulling carts or other such objects	x			
Reach above shoulders		x		
Repetitive motions of the wrists, hands and fingers	x			
Operation of power tools, mechanical equipment	x			

WORKING CONDITIONS	REGULARLY	FREQUENTLY	OCCASIONALLY	NEVER
Working in normal office environment with few physical discomforts.		x		
Working in an area that is somewhat uncomfortable due to drafts, noise,	x			

temperature variations and other conditions.				
Working with equipment or performing procedures where carelessness could result in injury		x		
Work Conditions that may have a variety of physical conditions, such as proximity to moving mechanical parts, electrical current, working on scaffolding and high places, and exposure to heat or chemicals.			x	

Board Approved: 08/21/1997
Revised: 04/01/2021

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III. Instructional Actions

A. APPOINTMENT

Name/Assignment	Site	Contract
BOIVIN, GERALD A WJH TEACHER, SOC STUD, JH 10 MONTH	Wilkinson Jr High	Effective 2021-02-22 10 MONTH / interim
BONDS, GARY A LAJ TEACHER, PHYSICAL ED JH 10 MONTH	Lake Asbury Junior High School	Effective 2021-02-12 10 MONTH / interim
CAVIN, CHRISTEN DENISE WJH TEACHER, BUSINESS ED 10 MONTH	Wilkinson Jr High	Effective 2021-02-16 10 MONTH / interim
DEMORE, DALLAS D AES TEACHER, SC, FIFTH GR 10 MONTH	Argyle Elementary	Effective 2021-02-12 10 MONTH / interim
HERMETZ, DANIEL LESLIE CHS TEACHER, MATHEMATICS, SR 10 MONTH	Clay High	Effective 2021-02-16 10 MONTH / interim
JACKSON, TAMMY LEE OVE TEACHER, SC, THIRD GR 10 MONTH	Oakleaf Village Elementary	Effective 2021-02-22 10 MONTH / interim
LOPEZ, SULLY SBJ TEACHER, SC, SECOND GR 10 MONTH	S. Bryan Jennings Elementary	Effective 2021-02-22 10 MONTH / interim
LUECHTEFELD, ROBERT EUGENE OPJ TEACHER, MATHEMATICS, JH 10 MONTH	Orange Park Jr High	Effective 2021-02-12 10 MONTH / interim
RAYNOLDS, VIRGINIA JO LEE ROE TEACHER, VE SELF-CONTAINED 10 MONTH	Rideout Elementary	Effective 2021-02-22 10 MONTH / interim
ROSE, ERICA LYNNE DIS TEACHER, SC, SIXTH GR 10 MONTH	Doctors Inlet Elementary	Effective 2021-03-01 10 MONTH / interim
SMITH, ROBYN LEIGH KHH TEACHER, LANGUAGE ARTS, SH 10 MONTH	Keystone Heights High School	Effective 2021-02-18 10 MONTH / interim

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III. Instructional Actions

B. RE-APPOINTMENT

Name/Assignment	Site	Contract

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III. Instructional Actions

C. RE-DESIGNATION

Name/Assignment	Site	Previous Assignment
FLESHER, DEBORAH RAYE INSTRUCTIONAL - CWL 10 MO LNG TRM	COUNTY-WIDE LEAVE	Effective 2021-03-04 / redesignated from / INSTRUCTIONAL - CWL 10 MO Out of field / LNG TRM
RAE, ROBIN JOY ELE CURR SPEC 12 MO 12 MONTH	Dept Of Elementary Education	EFFECTIVE 08/11/2020 / TRANSFER FROM SIP PROF LEARNING FACILITATOR / 10 MONTH

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III. Instructional Actions

D. TRANSFER

Name/Assignment	Site	Previous Assignment
PATTERSON, MELISSA LAIRD LJH TEACHER, SCIENCE, JH 10 MONTH	Ridgeview High School	EFFECTIVE 08/11/2020 / REDESIGNATE FROM RHS TEACHER, VE SELF- CONTAINED (OOF) / 10 MONTH
ROSS, STEPHANIE MICHELLE OPJ TEACHER, BUSINESS ED 10 MONTH	Orange Park Jr High	Effective 2021-02-08 /transfer from / ESE TEACHER, VE/INCLUSION

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III. Instructional Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

Name/Assignment	Site	Effective/Action
ANDERSON, PATRICIA R K12 CURR SPEC 11 MO 11 MONTH	K-12 Academic Services	Effective 2021-02-17 RESIGNATION
AXTELL, GRACE LADEAN INSTRUCTIONAL - CWL 10 MO LNG TRM	COUNTY-WIDE LEAVE	Effective 2021-02-23 RESIGNATION
BRUTON, DAWN M OLJ TEACHER, VE LANG IMPAIRED 10 MONTH	Oakleaf Junior High School	Effective 2021-02-17 RESIGNATION
BRYAN, IVELISSE STS STUD SERV PSYCH 12 MO 12 MONTH	Student Services	Effective 2021-03-12 RESIGNATION
CHASON, CRISTIN L INSTRUCTIONAL - CWL 10 MO LNG TRM	COUNTY-WIDE LEAVE	Effective 2021-02-15 Conclude Employment
DECHMAN, JANET ELISE CHE TEACHER, VE/INCLUSION 10 MONTH	Clay Hill Elementary	Effective 2021-03-12 RESIGNATION
DYER III, ROBERT W RHS TEACHER, LANGUAGE ARTS, SH 10 MONTH	Ridgeview High School	Effective 2021-02-08 RESIGNATION
HOLLAND, PATRICIA ESE CURR SPEC 12 MO 12 MONTH	Exceptional Student Education	Effective 2021-06-30 RETIREMENT
HOWE III, RAYMOND KING BLC TEACHER, VE SELF-CONTAINED 10 MONTH	Bannerman Learning Center	Effective 2021-02-11 RESIGNATION
KOBELIN, JORDAN ADLER TES TEACHER, SC, FOURTH GR 10 MONTH	Tynes Elementary	Effective 2021-02-12 CONCLUDE EMPLOYMENT
MUZAFFAR, HINNA INSTRUCTIONAL - CWL 10 MO LNG TRM	COUNTY-WIDE LEAVE	Effective 2021-02-13 RESIGNATION
NAY, AMANDA GRACE INSTRUCTIONAL - CWL 10 MO LNG TRM	COUNTY-WIDE LEAVE	Effective 2021-06-04 RESIGNATION
SEARS, SIBRENA ELISHA AES TEACHER, SC, SECOND GR 10 MONTH	Argyle Elementary	Effective 2021-03-22 RESIGNATION
STONE, JESSICA TAYLOR INSTRUCTIONAL - CWL 10 MO LNG TRM	COUNTY-WIDE LEAVE	Effective 2021-02-18 RESIGNATION
WARNER, ROBERT D KHH TEACHER, INDUSTRIAL ED 10 MONTH	Keystone Heights High School	Effective 2021-06-04 RETIREMENT
WILLIAMS, PEGGY A ESE CURR SPEC 11 MO 11 MONTH	Exceptional Student Education	Effective 2021-06-10 RETIREMENT

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III. Instructional Actions

F. SUPPLEMENT

	Name/Assignment	Site	Supplement Action
	ALEXANDER, JACKLYN LISA ROE DEPT HD (3-5) SUPPLEME	Rideout Elementary	Appointment
	CARNES, SHELBY DANIELLE FIH SWIMMING HD SH SUPPLEME	Fleming Island High School	Appointment
	CESSNA, KRISTI VICTORIA RHS VOLLEYBALL HD JV SUPPLEME	Ridgeview High School	Resignation
	DICKINSON, CHARLES TODD KHH TRACK HD SH SUPPLEME	Keystone Heights High School	Appointment
	FARBER, JOCELYN FAITH DIS DEPT HD (3-5) SUPPLEME	Doctors Inlet Elementary	Resignation
	FIGUEROA MERLE, ERICK YADIER OHS BASEBALL ASST SH SUPPLEME	Oakleaf Junior High School	Appointment
	GRAHAM, PAULA MARIE CEB DEPT HD (3-5) SUPPLEME	Charles E. Bennett Elementary	Appointment
	GREN, ERIC ANTHONY FIH SOCCER HEAD JV SUPPLEME	Fleming Island High School	Appointment
	HALE, PHYLLIS GENE FIE DISCRETIONARY SUPPLEME	Fleming Island Elementary	Resignation
	HARRISON, KRISTEN ELAINE DIS DEPT HD (3-5) SUPPLEME	Doctors Inlet Elementary	Appointment
	HAWKINS, KAREN MARIE ROE DEPT HD (3-5) SUPPLEME	Rideout Elementary	Resignation
	JIMENEZ-SANTIAGO, SAUL OHS BASEBALL JV HD SH SUPPLEME	Oakleaf High School	Resignation
0.5	LOHSE, ALISHA ROSE CEB ESE INTERVENTION FAC. SUPPLEME	Charles E. Bennett Elementary	Appointment
	MCDADE, LORI ALLEN FIE DISCRETIONARY SUPPLEME	Fleming Island Elementary	Appointment
	PAYNE, KATIE ELAINE KHH DISCRETIONARY SUPPLEME	Keystone Heights High School	Appointment
	REYNOLDS JR, STEVEN MICHAEL KHH WEIGHTLIFTING HD JH SUPPLEME	Keystone Heights Elementary	Appointment
	SHAVERS, JERMAINE MARQUIS CHS BASKETBALL ASST SH SUPPLEME	Clay High	Appointment

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III. INSTRUCTIONAL ACTIONS 2020-2021

G. PENDING APPOINTMENTS

Name	Site	Subject	OOF Subject	Effective

NONE

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III. INSTRUCTIONAL ACTIONS 2020-2021

H. OUT OF FIELD

Name	Site	Subject	OOF Subject

NONE

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A. SUMMER SCHOOL

Name/Assignment	Site	Effective Dates

NONE

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IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2020-2021

B. COMMUNITY EDUCATION

Appointments

NONE

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IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2020-2021

C. ADULT EDUCATION

Appointments

NONE

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V. INSTRUCTIONAL SUBSTITUTE TEACHER ACTIONS 2020-2021

A. SUBSTITUTE TEACHER APPROVAL

Appointments

NONE

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VI. Support Actions

A. APPOINTMENT

	Name/Assignment	Site	Action/Effective
	BOWERS, SETH ALYNN WEC CUSTODIAN 12 MO SU	W.E. Cherry Elementary	Effective 2021-03-01 12 MO SU / Annual
0.9	CARTER, KAMESA EVETTE BLC BEHAVIORAL HEALTH ASST 9 MON SU	Bannerman Learning Center	Effective 2021-03-02 9 MON SU / Annual
	CREWS, JAMIE LUCIENDA ROE CUSTODIAN 12 MO SU	Rideout Elementary	Effective 2021-02-15 12 MO SU / Annual
	CUMPA, PATRICIA D RHS CAFE ASSISTANT 3.5 HOURS 9 MON CA	Ridgeview High School	Effective 2021-03-03 9 MON CA / Annual
	FRAZE, MARY HELEN SBJ SCHOOL SECRETARY 10 MONTH 10 MONTH	S. Bryan Jennings Elementary	Effective 2021-03-01 10 MONTH / Annual
	GODBOLD JR, THOMAS J ITS PROGRAMMER/ANALYST 12 MO SU	Information Services	Effective 2021-03-01 12 MO SU / Annual
	HENRY, GASSETTIA O CEB GENERAL ASSISTANT 9 MON SU	Charles E. Bennett Elementary	Effective 2021-03-04 9 MON SU / Annual
	JOHNSON, SHELTON ARNEZ OPR CUSTODIAN 12 MO SU	Division Of Support Services	Effective 2021-02-10 12 MO SU / Annual
0.9	MALONE, ELIZABETH ARIANA POE BEHAVIORAL HEALTH ASST 9 MON SU	Plantation Oaks Elementary	Effective 2021-03-02 9 MON SU / Annual
	MIDDLETON, CHRISTIAN MCKADE MNT CARPENTER ASSISTANT 12 MO SU	Division of Support Srvcs	Effective 2021-02-25 12 MO SU / Annual
0.9	MILLER, KIMBERLY DIANE LAE BEHAVIORAL HEALTH ASST 9 MON SU	Lake Asbury Elementary	Effective 2021-03-01 9 MON SU / Annual
0.9	MILLER, RACHEL ANN MRE GENERAL ASSISTANT 9 MON SU	Mcrae Elementary	Effective 2021-03-04 9 MON SU / Annual
	PARMENTER, AMBER LEIGH PES CAFE ASSISTANT 3.75 HOURS 9 MON CA	Robert M. Paterson Elementary	Effective 2021-03-01 9 MON CA / Annual
0.9	PATE, RENEE S BLC BEHAVIORAL HEALTH ASST 9 MON SU	Bannerman Learning Center	Effective 2021-03-02 9 MON SU / Annual
0.9	RAMOS, ANGELEE MARIE OLJ BEHAVIORAL HEALTH ASST 9 MON SU	Oakleaf Junior High School	Effective 2021-02-25 9 MON SU / Annual
	RAMOS, EMILY ANNE CEB GENERAL ASSISTANT 9 MON SU	Charles E. Bennett Elementary	Effective 2021-03-03 9 MON SU / limited

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VI. Support Actions

A. APPOINTMENT

	Name/Assignment	Site	Action/Effective
	SANDERS, JORDAN MAURICE SLE CUSTODIAN 12 MO SU	Shadowlawn Elementary	Effective 2021-02-23 12 MO SU / Annual
	SANTIAGO FIGUEROA, LIOMARYS GPE CAFE ASSISTANT 5.5 HOURS 9 MON CA	Grove Park Elementary	Effective 2021-02-26 9 MON CA / Annual
	SAYLOR, PAMELA ROXANNE OPH CAFE ASSISTANT 5 HOURS 9 MON CA	Orange Park High	Effective 2021-02-19 9 MON CA / Annual
0.9	SCOTT, LAUREN JOY TBE BEHAVIORAL HEALTH ASST 9 MON SU	Thunderbolt Elementary	Effective 2021-02-17 9 MON SU / Annual
0.9	SMITH, SHAYNE MICHAEL RHS BEHAVIORAL HEALTH ASST 9 MON SU	Ridgeview High School	Effective 2021-02-16 9 MON SU / Annual
	THOMPSON, GLENDA LEE CHS CAFE ASSISTANT 3.25 HOURS 9 MON CA	Clay High	Effective 2021-03-01 9 MON CA / Annual
	TRACE, JAMES MICHAEL OPH CAFE ASSISTANT 6.5 HOURS 9 MON CA	Orange Park High	Effective 2021-02-16 9 MON CA / Annual
	WELLS, KAITLIN LEANNE RVE REGISTERED NURSE 10 MONTH	Ridgeview Elementary	Effective 2021-03-01 10 MONTH / Annual

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VI. Support Actions

B. RE-APPOINTMENT

	Name/Assignment	Site	Contract
0.9	BROUGHTON, CASSANDRA L WEC BEHAVIORAL HEALTH ASST 9 MON SU	W.E. Cherry Elementary	9 MON SU / Multi-Year Conditional
0.9	COULTER, TIFFANY RENEE RHS BEHAVIORAL HEALTH ASST 9 MON SU	Ridgeview High School	9 MON SU / Multi-Year Conditional
0.9	CREWS, SHELLY L LAJ GENERAL HEALTH ASSISTA 9 MON SU	Lake Asbury Junior High School	9 MON SU / Annual
0.9	DIAZ, RAMONA M CGE BEHAVIORAL HEALTH ASST 9 MON SU	Coppergate Elementary	9 MON SU / Multi-Year Conditional
0.9	GAMBOA CALDERA, ANGIE L POE BEHAVIORAL HEALTH ASST 9 MON SU	Plantation Oaks Elementary	9 MON SU / Multi-Year Conditional
0.9	GARDNER, HEATHER C FIE BEHAVIORAL HEALTH ASST 9 MON SU	Fleming Island Elementary	9 MON SU / Multi-Year Conditional
0.9	GIBSON, CRYSTAL D LES BEHAVIORAL HEALTH ASST 9 MON SU	Lakeside Elementary	9 MON SU / 3rd year annual, support
0.9	HETU, LYNDSEY B LAJ BEHAVIORAL HEALTH ASST 9 MON SU	Lake Asbury Junior High School	9 MON SU / Multi-Year Conditional
0.9	HOLT, MELISSA ANN FIE BEHAVIORAL HEALTH ASST 9 MON SU	Fleming Island Elementary	9 MON SU / Multi-Year Conditional
0.9	INGRAM, TERESA A BLC BEHAVIORAL HEALTH ASST 9 MON SU	Bannerman Learning Center	9 MON SU / Multi-Year Conditional
0.9	LEVERETTE, JESSICA LYNN KHH BEHAVIORAL HEALTH ASST 9 MON SU	Keystone Heights High School	9 MON SU / 3rd year annual, support
0.9	MATHIS, JOHNNY L BLC BEHAVIORAL HEALTH ASST 9 MON SU	Bannerman Learning Center	9 MON SU / Annual
0.9	MONTESDEOCA, LIZA DEL CARMEN POE BEHAVIORAL HEALTH ASST 9 MON SU	Plantation Oaks Elementary	9 MON SU / Multi-Year Conditional
0.9	NEWMAN, JENNY DAHLAN OVE BEHAVIORAL HEALTH ASST 9 MON SU	Oakleaf Village Elementary	9 MON SU / Multi-Year Conditional
0.9	NIBERT, HANNAH SALOME TES BEHAVIORAL HEALTH ASST	Tynes Elementary	9 MON SU / Annual

DRAFT

VI. Support Actions

B. RE-APPOINTMENT

	Name/Assignment	Site	Contract
	9 MON SU		
0.9	SALLIE, LINDSAY D ROE BEHAVIORAL HEALTH ASST 9 MON SU	Rideout Elementary	9 MON SU / Multi-Year Conditional
0.9	SANDERS, ELVIN ALTON RHS BEHAVIORAL HEALTH ASST 9 MON SU	Ridgeview High School	9 MON SU / Multi-Year Conditional
0.9	SHERROW, ASHLEY M WEC BEHAVIORAL HEALTH ASST 9 MON SU	W.E. Cherry Elementary	9 MON SU / Multi-Year Conditional
0.9	TATE, BRITTANY MARIE RHS BEHAVIORAL HEALTH ASST 9 MON SU	Ridgeview High School	9 MON SU / Multi-Year Conditional
0.9	TAYLOR, DEBORAH D FIE BEHAVIORAL HEALTH ASST 9 MON SU	Fleming Island Elementary	9 MON SU / Multi-Year Conditional
0.9	TRAHAN, PATRICIA M FIE BEHAVIORAL HEALTH ASST 9 MON SU	Fleming Island Elementary	9 MON SU / Multi-Year Conditional
0.9	VITALE, BRENDA A SPC BEHAVIORAL HEALTH ASST 9 MON SU	Swimming Pen Creek Elem	9 MON SU / Multi-Year Conditional
0.9	VITALE, DANIEL JAMES SPC BEHAVIORAL HEALTH ASST 9 MON SU	Swimming Pen Creek Elem	9 MON SU / Multi-Year Conditional
0.9	WANEK, JUDY CATHERINE LAE GENERAL HEALTH ASSISTA 9 MON SU	Lake Asbury Junior High School	9 MON SU / Multi-Year Conditional

DRAFT

VI. Support Actions

C. RE-DESIGNATION

	Name/Assignment	Site	

DRAFT

VI. Support Actions

D. TRANSFER

	Name/Assignment	Site	Previous
0.7	BEGUE, EMILY DAWN KHH COMPUTER LAB ASSISTANT 9 MON SU	Keystone Heights High School	Effective 2021-03-01 /transfer from / KHH GENERAL HEALTH ASSISTA
0.9	DOWELL, SARAH DANIELLE KHH GENERAL HEALTH ASSISTA 9 MON SU	Keystone Heights High School	Effective 2021-02-15 /transfer from / KHH BEHAVIORAL HEALTH ASST
	E0105396 SCHOOL SAFE OFFICER LEAD 9 MON SU	Division Of Support Services	Effective 2021-03-01 /transfer from / SCHOOL SAFETY OFFICER
	E0117950 SCHOOL SAFE OFFICER LEAD 9 MON SU	Division Of Support Services	Effective 2021-03-01 /transfer from / SCHOOL SAFETY OFFICER
	FLYNN, KATHI RHS MEDIA TECHNICAL ASST 10 MONTH	Ridgeview High School	Effective 2021-03-08 /transfer from / RHS SCHOOL SEC ADMINISTRATION
	KELLEY, DORA ALICIA OPJ ST RECORD SEC 12 MO 12 MO SU	Wilkinson Elementary	Effective 2021-03-15 /transfer from / WES IN SCHOOL SUSPENSION
	LAZARIDES, SONYA CHRISTINE RHS SCHOOL SEC ADMINISTRATION 10 MONTH	Orange Park High	Effective 2021-03-08 /transfer from / OPH TESTING/ADMIN SUPPORT ASST
	LITTLE, CHARLES JACOB ITS TECH SPECIALIST 12 MO SU	Information Services	Effective 2021-03-01 /transfer from / TRN MECHANIC
	LITTLES, BARBARA IDELLA OVE CAFE ASSISTANT 6.75 HOURS 9 MON CA	Oakleaf Village Elementary	Effective 2021-02-22 /transfer from / LES CAFE ASSISTANT 6 HOURS
0.9	MATHIS, AMANDA M SLE GENERAL ASSISTANT 9 MON SU	Shadowlawn Elementary	Effective 2021-04-05 /transfer from / SLE CLASSROOM ASSISTANT PREK
0.9	NICHOLS, RAELYNN WEC BEHAVIORAL HEALTH ASST 9 MON SU	W.E. Cherry Elementary	Effective 2021-03-02 /transfer from / WEC GENERAL ASSISTANT
0.9	NICHOLSON, CORY JACOB MHS BEHAVIORAL HEALTH ASST 9 MON SU	Middleburg High	Effective 2021-03-23 /transfer from / RHS BEHAVIORAL HEALTH ASST
	PARDUE, KIMBERLY ANN KHH PRINCIPAL SECRETARY CONFIDEN	Keystone Heights High School	Effective 2021-02-22 /transfer from / WJH PRINCIPAL SECRETARY
	POWELL, NICHOLE CARTER OPH SECRETARY 11 MO 11 MONTH	Orange Park High	Effective 2021-02-22 /transfer from / OPH BEHAVIORAL HEALTH ASST
0.9	RODRIGUEZ, MIRANDA LANE KHH BEHAVIORAL HEALTH ASST 9 MON SU	Keystone Heights High School	Effective 2021-03-01 /transfer from / TES BEHAVIORAL HEALTH ASST
0.9	SANTIAGO, ELIZABETH LOUISE POE BEHAVIORAL HEALTH ASST 9 MON SU	Plantation Oaks Elementary	Effective 2021-02-22 /transfer from / RHS BEHAVIORAL HEALTH ASST
0.9	SNELL, JONATHON LEE	Division Of Support Services	Effective 2021-03-23

DRAFT

VI. Support Actions

D. TRANSFER

	Name/Assignment	Site	Previous
	LAJ BEHAVIORAL HEALTH ASST 9 MON SU		/transfer from / OPR CUSTODIAN
0.8	STELLY, TAMMY L STS HEALTH ASSISTANT 9 MON SU	Discovery Oaks Elementary	Effective 2021-03-23 /transfer from / DOE SCHOOL SEC ADMINISTRATION
	STODDARD, ROBERT P MNT LEAD ROOFER 12 MO SU	Division of Support Srvcs	Effective 2021-03-02 /transfer from / MNT CARPENTER
	WILLOUGHBY, RYDER WILLIAM LAE CUSTODIAN 12 MO SU	Lake Asbury Elementary	Effective 2021-02-08 /transfer from / OPR CUSTODIAN
	WOOD, TESSA ANN GCJ CAFE ASSISTANT 4 HOURS 9 MON CA	Green Cove Springs Junior High	Effective 2021-03-01 /transfer from / GCJ CAFE ASSISTANT 3.5 HOURS
	ZAYAS, AMANDA RENEE WJH PRINCIPAL SECRETARY CONFIDEN	Wilkinson Jr High	Effective 2021-03-01 /transfer from / OPR ADMIN SECRETARY

DRAFT

VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	Name/Assignment	Site	Action/Effective
0.9	BROWN, AIMEE LJH BEHAVIORAL HEALTH ASST 9 MON SU	Lakeside Junior High	Effective 2021-02-12 RESIGNATION
	CASTLEMAN II, BRYAN KEITH FIE CUSTODIAN 12 MO SU	Fleming Island Elementary	Effective 2021-02-10 CONCLUDE EMPLOYMENT
	CHADWELL, FAYE THERESE PES SECRETARY 11 MO 11 MONTH	Robert M. Paterson Elementary	Effective 2021-03-01 CONCLUDE EMPLOYMENT
	CREWS, JAMIE LUCIENDA ROE CUSTODIAN 12 MO SU	Rideout Elementary	Effective 2021-02-16 RESIGNATION
	E0117918 SCHOOL SAFE OFFICER LEAD 9 MON SU	Division Of Support Services	Effective 2021-03-12 RESIGNATION
	FUTCH, CHRISTINA HOLLY OPJ CAFE ASSISTANT 6.5 HOURS 9 MON CA	Orange Park Jr High	Effective 2021-02-26 RESIGNATION
	GRINSELL, ANGELA LYNN TRN ADMIN SUPPORT ASSISTANT 12 MO SU	Transportation	Effective 2021-02-11 RESIGNATION
	HICKS, RENEA REATHA TRN BUS DRIVER TRANSPOR	Transportation	Effective 2021-02-24 RESIGNATION
	HOUSER, JAMES R TBE CUSTODIAN 12 MO SU	Thunderbolt Elementary	Effective 2021-03-12 RESIGNATION
0.9	KILDUFF, CARRIE ELIZABETH FIE BEHAVIORAL HEALTH ASST 9 MON SU	Fleming Island Elementary	Effective 2021-03-11 RESIGNATION
	KING, SARAH CAITLYN RVE REGISTERED NURSE 10 MONTH	Ridgeview Elementary	Effective 2021-03-12 RESIGNATION
	LUNA, REBECCA SUE TRN BUS DRIVER LNG TRM	Transportation	Effective 2021-02-22 CONCLUDE EMPLOYMENT
0.9	MCCRAY, CASSANDRA P POE BEHAVIORAL HEALTH ASST LNG TRM	Plantation Oaks Elementary	Effective 2021-02-15 RESIGNATION
	MOLINARO, BRIANA JUSTINE KHE CAFE ASSISTANT 3 HOURS 9 MON CA	Keystone Heights Elementary	Effective 2021-02-05 RESIGNATION
	NEWTON, ANGELA FAYE TRN BUS DRIVER TRANSPOR	Transportation	Effective 2021-02-16 RESIGNATION
	OLIVER, DAVID W CC POLICE DEPT SERGEANT 12 MO SU	School Police Department	Effective 2021-03-12 RESIGNATION
	ROSSOW, KRISTEN M CHS REGISTERED NURSE 10 MONTH	Clay High	Effective 2021-03-09 RESIGNATION

DRAFT

VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	Name/Assignment	Site	Action/Effective
	SABERG, KIMBERLY LYNN MHS CAFE ASSISTANT 3.75 HOURS 9 MON CA	Middleburg High	Effective 2021-02-25 RESIGNATION
	SAUNDERS, JOSHUA MCQUEEN ACCESS CONTROL TECHNICIAN 12 MO SU	Division Of Support Services	Effective 2021-03-12 RESIGNATION
	TRACE, JAMES MICHAEL OPH CAFE ASSISTANT 6.5 HOURS 9 MON CA	Orange Park High	Effective 2021-02-17 RESIGNATION
0.9	WILDER, ANITA DIANE CGE GENERAL HEALTH ASSISTA 9 MON SU	Coppergate Elementary	Effective 2021-02-26 RETIREMENT
	YEARSLEY, BRITTANI LYNNE CEB TITLE I ASSISTANT 9 MON SU	Charles E. Bennett Elementary	Effective 2021-03-12 RESIGNATION

DRAFT

VI. Support Actions

F. SUPPLEMENT

Name/Assignment	Site	Previous
ALLEN SR, DANIEL A OPH SOCCER HEAD JV SUPPLEME	Orange Park High	Appointment
NESMITH, CARL EDWARD MHS FOOTBALL ASST HS 25% SUPPLEME	Middleburg High	Appointment
TRIPLETT, REBECCA J MHS BASKETBALL ASST SH SUPPLEME	Middleburg High	Resignation

DRAFT

April 1, 2021 - Regular School Board Meeting

Title

C5 - Renewal of 2021-2022 List of Physicians and Medical Facilities authorized to conduct physical examinations required for certain groups of employees.

Description

School Board Policy and Florida Statutes require Physical Examinations for certain employees and job candidates. Physicians/Facilities used in administering physical examinations of employees and fees charged for those services must be approved by the School Board. Twenty (20) requests to submit a bid to conduct the district physical exams were sent to local physicians in Clay and surrounding counties. The charge shown on the attachment are the physicians and quotes received. They are considered reasonable and are recommended for approval.

Gap Analysis

The district currently has an active list of participating physicians for the 2021-2022 school year. The services must be approved by the School Board annually with updated bids.

Previous Outcomes

The current list of participating and approved physicians consisted of four facilities for the 2020-21 fiscal year.

Expected Outcomes

The School Board will approve the list of current bids for the 2021-2022 school year so that we can use the physicians on the list beginning on 7/1/2021.

Strategic Plan Goal

Overall Function of Human Resources.

Recommendation

Approve the Physicians/Facilities and costs presented.

Contact

Brenda G. Troutman, Assistant Superintendent for Human Resources. brenda.troutman@myoneclay.net 904.336.6701

Financial Impact

Approximately $50,000 has been budgeted for physical examinations for certain employees and job candidates. The quotes received and recommended are considered reasonable.

Review Comments

Attachments

Physicians and Medical Facilities Approval List.pdf

DRAFT

The Physicians/Facilities below have been designated by the School Board of Clay County as eligible to conduct physical exams for employees of the School Board of Clay County. These are the only Physicians/Facilities to conduct the exam. Effective July 1, 2021 through June 30, 2022.

ClayMed of North Florida
705 Ferris Street
Green Cove Springs, FL 32043
Telephone: (904) 284-4510

Office Hours:
Monday – Friday 7:00 a.m. – 5:00 p.m.
Appointment needed

CareSpot Express Healthcare
Middleburg
1708 Blanding Blvd.
Middleburg, FL 32068
Telephone: (904) 406-8240

Office Hours (Middleburg):
Monday – Friday 8:00 a.m. – 8:00 p.m.
Saturday/Sunday 8:00 a.m. – 8:00 p.m.
No appointment needed

CareSpot Express Healthcare
Orange Park
2140 Kingsley Avenue
Orange Park, FL 32073
Telephone: (904) 213-0600

Office Hours (Orange Park):
Monday – Friday 7:00 a.m. – 9:00 p.m.
Saturday/Sunday 8:00 a.m. – 8:00 p.m.
No appointment needed

Ascension St. Vincent's
7963 Normandy Blvd.
Jacksonville, FL 32221
Telephone: (904) 786-0440

Office Hours:
Monday – Friday 7:00 a.m. – 7:00 p.m.
Saturday 9:00 a.m. – 6:00 p.m.
Sunday 9:00 a.m. – 4:00 p.m.
No appointment needed

Ascension St. Vincent's
6488 103rd Street
Jacksonville, FL 32210
Telephone: (904) 450-6729

Office Hours:
Monday – Friday 7:00 a.m. – 7:00 p.m.
Saturday - 9:00 a.m. – 6:00 p.m.
Sunday - 9:00 a.m. – 4:00 p.m.
No appointment needed

Clay Primary & Family Care Center
865 Blanding Blvd
Orange Park, FL 32065
Telephone: (904) 276-1133

Office Hours:
Monday – Friday 8:00 a.m. - 6:00 p.m.
Saturday – 9:00 a.m. – 3:00 p.m.
No appointment needed

Concentra Urgent Care
1584 Normandy Village Pkwy.
Suite #322
Jacksonville, FL 32221
Telephone: (904) 482-1407

Office Hours:
Monday – Friday 8:00 a.m. – 6:00 p.m.
No appointment needed

DRAFT

List of approved Physician Facilities
for Physical Examination for certain groups of employees

DATE APPROVED:

Physicians/Facilities are recommended at the rates shown effective July 1, 2021 through June 30, 2022.

Physician/Facility	Bus Driver Exam	Cafeteria Worker	Other Employee
1. ClayMed of North Florida 705 Ferris Street Green Cove Springs, FL 32043	100.00	70.00	70.00
2. CareSpot Express Healthcare Middleburg 1708 Blanding Blvd. Middleburg, FL 32068	50.00	50.00	50.00
3. CareSpot Express Healthcare Orange Park 2140 Kingsley Avenue Orange Park, FL 32073	50.00	50.00	50.00
4. Ascension St. Vincent's 7963 Normandy Blvd. Jacksonville, FL 32221	85.00	75.00	75.00
5. Ascension St. Vincent's 6488 103rd Street Jacksonville, FL 32210	85.00	75.00	75.00
6. Clay Primary & Family Care 865 Blanding Blvd. Orange Park, FL 32065	150.00	120.00	120.00
7. Concentra Urgent Care 1584 Normandy Village Pkwy. Suite #322 Jacksonville, FL 32221	148.00	90.50	90.50

DRAFT

April 1, 2021 - Regular School Board Meeting

Title

C6 - Kelly Services Agreement Amendment

Description

Attached is the negotiated Amendment to the Agreement for Educational Staffing for time management provided through Kelly Services. Clay County has a current contract with Kelly Services. This amendment details modifications regarding Time, Billing and Automated Scheduling Terms.
Currently, substitutes manually log in each work day to record their time. This modification will streamline time keeping, billing and processing. Some benefits to the modification include:

- -Added feature, "Substitute Report Time"
- -Payroll secretaries will not have to manually approve time entered. Accuracy of reported work time will be improved
- -New reports to validate accuracy of confirmations, substitute name, and start and end times
- -Ability to review and approve time daily
- -Lunch Breaks for substitutes will be automated
- -Improved transparency and accuracy for billing and payroll between CCDS and Kelly Services

Gap Analysis

N/A

Previous Outcomes

The Continuing Agreement was Board approved August 2, 2018, and has been used successfully to provide quality substitutes to the district.

Expected Outcomes

Upon approval by the Board, we expect Kelly Services to continue providing quality substitutes for Clay County District Schools.

Strategic Plan Goal

The district ensures fiscal responsibility and equitable distribution of resources.

Recommendation

Approve the agreement with Kelly Services.

Contact

Brenda Troutman, Assistant Superintendent of Human Resources; brenda.troutman@myoneclay.net; 904.336.6701

Financial Impact

All funding necessary for the Educational Staffing fees are budgeted within the General budget. There is no additional Financial Impact to the approval of this Amendment.

Review Comments

Attachments

- Clay County Scheduled Time Amendment.pdf

DRAFT

Kelly Education

AMENDMENT NO. 2 TO AGREEMENT FOR EDUCATIONAL STAFFING

This Amendment ("Amendment") is between Kelly Services, Inc. and The School Board of Clay County and shall be effective as of April 5, 2021.

RECITALS

A. Kelly Services, Inc. ("Kelly") and The School Board of Clay County ("Customer") entered into an Agreement For Educational Staffing ("Agreement"), dated October 15, 2013 and Amendment No. 1 to extend the term of the Agreement dated October 15, 2018.

B. Kelly and Customer desire to modify the Agreement as set forth below.

The parties therefore agree as follows:

AGREEMENT

1. **Amendment.** Exhibit B, page 9 and 10 of the original Agreement shall be deleted and replaced with Exhibit B, revised page 9 attached to this Amendment.

2. **Miscellaneous.** The parties restate all other provisions of the Agreement and agree that all such provisions remain in effect. If there is any conflict between the provisions of this Amendment and corresponding provisions of the Agreement, the provisions of this Amendment shall control.

DRAFT

The School Board of Clay County	**Kelly Services, Inc.**
_____	_____
Signature	Signature
_____	Tina Mosley
Printed Name	Printed Name
_____	RVP, State Lead FL
Title	Title
_____	2-9-2021
Date Signed	Date Signed

EXHIBIT B
TIME, BILLING, AND AUTOMATED SCHEDULING TERMS

1) DOCUMENTATION OF TIME WORKED

(a) The Customer agrees to review documentation of Assigned Employees' Scheduled Time by the Assigned Employees. "Scheduled Time" shall be defined as an Assigned Employee(s)' preset schedule of hours to be worked at Customer location that have been entered into the assignment in the Aesop system. The Customer also will designate one or more representatives to review Scheduled Time on its behalf. Customer will use reasonable efforts to assist Kelly with missing scheduled absences, which must be paid and invoiced.

(b) The accuracy of scheduled time requires the following:

i) Scheduled Time for a given week-ending date will be gathered from the system on the following Tuesday.

ii) All Customer representatives who agree to Scheduled Time of the Assigned Employees must have school-issued, active e-mail accounts.

iii) All adjustments to Scheduled Time that has been paid and invoiced will be handled outside of the Aesop System. Aesop will not be updated to reflect the adjusted values.

iv) Customer representatives will have until the day of the absence to adjust the scheduled time. Any adjustments made after the day of the absence must be processed by Kelly Education.

2) NON-EXEMPT EMPLOYEES AND OVERTIME

(a) **Non-exempt Employees.** Some Kelly Employees may be deemed as non-exempt employees under federal or state wage and hour laws (e.g., (1) states that designate teachers as non-exempt, (2) licensed teachers not performing the customary duties of a classroom teacher, or (3) Kelly Employees that are not licensed teachers and assigned to perform clerical, administrative, janitorial, or cafeteria duties). Kelly Employees who are designated as non-exempt or are performing non-exempt work are entitled to overtime pay.

(b) **Overtime; Meal and Rest Periods.**

i) Kelly shall pay nonexempt Kelly Employees overtime pay in accordance with applicable federal and state law at a rate of one and one-half times their regular rate of pay for all hours worked over 40 hours in any given workweek and bill the Customer accordingly.

ii) Kelly shall adjust its overtime payments to comply with state laws that may impose additional or different requirements than federal law and bill the Customer accordingly. For example, under California's wage and hour law, nonexempt employees must be paid overtime for any hours worked in excess of eight hours in one workday or 40 hours in one workweek.

iii) Kelly will base overtime pay on hours actually worked. For example, hours paid for vacation, holiday, sick, or paid time off will not be included in calculating overtime.

iv) An authorized Customer representative must approve in advance a non-exempt Kelly Employee working overtime.

v) In those states that require non-exempt employees to have meal and rest periods, non-exempt Kelly Employees must accurately record their meal and rest periods in accordance with Section 1 above.

3) Automated Scheduling

(a) Kelly may provide an interactive, voice-activated response (IVR) and internet program for automated scheduling and absence reporting in some situations. Among other things, the program would enable Kelly to provide the Customer with certain reports and information related to regular teacher absences and substitute teacher staffing coverage and permit the Customer and its designated representatives to schedule regular teacher absences. Implementation of the IVR/internet program would require that the Customer provide certain information concerning the employment positions that the Agreement for Educational Staffing covers and the personnel currently in such positions.

(b) Any information that the Customer provides Kelly for purposes of implementing the IVR/internet program will be used in connection with the educational staffing services that Kelly provides. Kelly will not use such information for any other purpose without the Customer's prior written consent.

(c) Information in reports that Kelly furnishes to the Customer which are generated based on the IVR/web program will contain information that the Customer's personnel provides upon accessing and using the IVR/web program. Accordingly, the accuracy of such information depends on the accuracy of the information provided by the Customer's personnel. The Customer will be solely responsible for verifying the accuracy of such information.

DRAFT

April 1, 2021 - Regular School Board Meeting

Title

C7 - Proclamation #21-11 to Establish May 3 - 8, 2021, as Teacher Appreciation Week in Clay County, and Tuesday, May 4, 2021, as Teacher Appreciation Day

Description

Teacher Appreciation Week and National Teacher Appreciation Day are dedicated annually to the celebration of teachers worldwide. At the local level, Clay County Schools will honor the men and women who lend their passion and skills to educate the children of Clay County.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

N/A

Strategic Plan Goal

N/A

Recommendation

Establish May 3 - 7, 2021, as Teacher Appreciation Week in Clay County and Tuesday, May 4, 2021, as National Teacher Appreciation Day.

Contact

Brenda G. Troutman, Assistant Superintendent of Human Resources. (904) 336-6701 Brenda.Troutman@myoneclay.net

Financial Impact

None

Review Comments

Attachments

Teacher Appreciation Proclamation 2020-2021.pdf

DRAFT

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

PROCLAMATION # 21-11

WHEREAS, the hard-working teachers of Clay County are nurturing a new and diverse generation of thinkers, doers, and dreamers; and

WHEREAS, they have risen to the challenges of the last year while teaching subjects and skills that fuel growth and innovation, as well as the virtues and values like character, compassion, creativity, and resilience, that prepare students to take on the challenges of the future; and

WHEREAS, our teachers are role models who show students and the community how to work hard and pursue a brighter tomorrow while encouraging childrens' passions, inspiring their imaginations, and helping them realize the best version of themselves; and

WHEREAS, the growth of our county, state, and nation depends upon providing a high-quality equitable education to all students; and

WHEREAS, great teachers make a lasting impact on the lives of their students, colleagues, and families because they lift up the next generation and enrich our community, and they deserve our gratitude and thanks; and

WHEREAS, our community recognizes, supports, and celebrates Clay County District Schools' teachers in their work to inspire students to discover endless possibilities for success.

NOW, THEREFORE, BE IT RESOLVED, that the School Board of Clay County, Florida, does hereby proclaim May 3 – 7, 2021, as Teacher Appreciation Week and May 4, 2021, as Teacher Appreciation Day in Clay County.

Duly adopted and approved by the School Board of Clay County, Florida, this 1st day of April, 2021.

ATTEST:

David S. Broskie
Superintendent of Schools
Clay County, Florida

Mary S. Bolla, School Board Chair

DRAFT

April 1, 2021 - Regular School Board Meeting

Title

C8 - Proclamation #21-12 to Establish April 19 - 23, 2021, as Administrative Professionals' Week and Wednesday, April 21, 2021, as Administrative Professionals' Day in Clay County.

Description

Administrative Professionals' Week and Administrative Professionals' Day are observed annually as a way to show appreciation to support and clerical staff. Celebrated worldwide, Administrative Professionals' Day has become one of the largest workplace observances.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

N/A

Strategic Plan Goal

N/A

Recommendation

Establish April 19 - 23, 2021, as Administrative Professionals' Week and Wednesday, April 21, 2021, as Administrative Professionals' Day (formerly known as Secretary's Day) in Clay County.

Contact

Brenda G. Troutman, Assistant Superintendent of Human Resources. (904) 336-6701 Brenda.Troutman@myoneclay.net

Financial Impact

None

Review Comments

Attachments

- Administrative Professionals Proclamation 2020-2021.pdf

DRAFT

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

PROCLAMATION # 21-12

WHEREAS, April 19 – 23, 2021, has been designated Administrative Professionals' Week; and

WHEREAS, April 21, 2021, has been designated as Administrative Professionals' Day; and

WHEREAS, this occasion is observed globally as a way to show appreciation and support for all administrative support personnel; and

WHEREAS, the last year has brought unique challenges for the administrative professionals that play an essential role in coordinating the office operations at our schools and district offices; and

WHEREAS, the work of administrative professionals requires advanced knowledge and expertise in communications, computer software, office technology, project management, organization, customer service, and other vital office management responsibilities; and

WHEREAS, administrative professionals effectively utilize their advanced knowledge and creativity to meet the ever-changing and diverse needs of students, staff, and the community; and

WHEREAS, by demonstrating exemplary courtesy, customer service, and professionalism the administrative professionals in Clay County District Schools contribute significantly to helping the district prepare lifelong learners equipped to discover the endless possibilities for success the future holds for them.

NOW, THEREFORE, BE IT RESOLVED, that the School Board of Clay County, Florida, does hereby proclaim April 19 – 23, 2021 as Administrative Professionals' Week and April 21, 2021, as Administrative Professionals' Day in Clay County.

Duly adopted and approved by the School Board of Clay County, Florida, this 1st day of April 2021.

ATTEST:

David S. Broskie
Superintendent of Schools
Clay County, Florida

Mary S. Bolla, School Board Chair

DRAFT

April 1, 2021 - Regular School Board Meeting

Title

C9 - K-12 Academic Services Out of State and Overnight Student Travel

Description

The School Board recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Properly planned and executed field trips supplement and enrich classroom instruction by providing learning experiences that will enhance mastery of the curriculum standards of the State of Florida. A field trip is defined as any planned, student-travel activity which is approved as part of the district's educational program and is under the direct supervision and control of an instructional staff member or any advisor as designated by the Superintendent.

Field Trips Details

School	Date	Destination	Group	Purpose
Lakeside Junior High	5/1/21	Valdosta, GA	Chorus & Band	Performing at Wild Adventures
Fleming Island High	3/26-27, 2021	Leesburg, GA	NJROTC	Drill Competitions - Instill leadership, self control, personal responsibility and the qualities of integrity. (had to qualify)
Keystone Heights High	2/26-27, 2021	Palm Bay, FL	Wrestling	Regional Tournament - (had to qualify)
Oakleaf High	3/25-28, 2021	Lakeland, FL	Girls Basketball	FHSAA State Basketball Finals - (had to qualify)
Oakleaf High	3/26-27, 2021	Palm Coast, FL	Wrestling	FHASS Wrestling Regionals - (had to qualify)
Ridgeview High	3/26-27, 2021	Albany, GA	NJROTC	Drill Championship - (had to qualify)
Ridgeview High	3/19-20, 2021	McDonough, GA	NJROTC	To compete in the Area12 Brain Brawl Championship - (had to qualify)
Ridgeview High	4/8-10, 2021	Orlando, FL	NJROTC	Educational value - visit St. Augustine, Sea World, and Island of Adventure

DRAFT

Gap Analysis

Field trips provide students with a window to the real world that they don't get in the classroom, and they can help students understand real-world applications to abstract concepts.

Previous Outcomes

All out of county activity trips are selected, planned, evaluated, and approved or rejected in conformity with written district policy.

Expected Outcomes

It is important to recognize that learning outcomes from field trips can range from cognitive to affective outcomes. Exposing students to new experiences and can increase interest and engagement in academics regardless of prior interests.

Strategic Plan Goal

Ensure that every classroom provides a quality and rigorous instructional experience in order to elevate student outcomes.

Recommendation

That the Clay County School Board approve out of county student travel.

Contact

Roger Dailey, Assistant Superintendent of Curriculum & Instruction; roger.dailey@myoneclay.net; 904-336-6904
Treasure Pickett, Director of K-12 Academic Services; treasure.pickett@myoneclay.net; 904-336-6918

Financial Impact

None

Review Comments

Attachments

- April 2021 - Student Travel.pdf

DRAFT

ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL
April 1, 2021

SCHOOL DISTRICT OF CLAY C

FIELD TRIP REQUES

1. School Requesting: Lakeside Jr. High

2. Transportation (Check One):
   School Bus(s)____ Private Vehicle(s)____ Commercial Carrier X Other____
   If Commercial Carrier or Other, please state type: Charter Busses

3. Trip(s) Overnight: Yes___ No X Trip(s) Out-of-State: Yes X No___

4. Dates of Field Trip*: 5/1/21 Destination*: Wild Adventures,

5. Group Taking Trip: Chorus + Band Valdosta, GA

6. If using private vehicles, list drivers you wish to designate as Agents of the Board and attach the necessary Agent of the Board form.____

7. Educational Value of Field Trip: See attached performing

8. Supporting Florida Standards Benchmark(s) with Narrative(s): See attached

9. Number of Students*: 150 Number of Chaperones*: 30

10. Cost Per Student: $100.00 Budget Code or Source to be charged: internal
    (Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: 10am Returning Time*: 11pm

**For School Buses, if more than one bus is requested, reference bus request form.*

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division supervisor. If school buses are being used, the transportation request form should be attached. School bus requisition numbers for each request form are to be list below.

Bus Requisition Number(s):

Teacher, Team Leader, Department Head, Etc.	Date 2/16/21
Principal	Date 2/17/21
Assistant Superintendent	Date 2/18/21
Superintendent	Date 2/18/21

(8)

DRAFT

SEC-1-2723; E. 2/13/2019

Educational Value

For chorus and band students to perform music for judges and spectators outside the classroom setting. These students will also build team relationships while performing and playing.

Supporting SSS Benchmark

MU.A.1.3.1 Sing choral works with three and four part harmonies, with and without accompanist.
MU.A.1.3.2 Sing with appropriate expression, a repertoire pf music literature from various styles and historical periods.
MU.A.1.3.3 Sing in choral ensembles with appropriate blend of tones, balance of sections, and response to the cues of a conductor.
MU.A.1.3.2 Perform as a member of a music ensemble, with expressions, easy to moderate music literature.

DRAFT

Wild Adventures, Valdosta, GA Covid Plan

MAY 1, 2021

INSTRUCTOR: Scott Boyer & Michelle DuChemin
Lakeside Jr. High Band and Chorus

Schedule / Plan

1. Students will sit in designated assigned seats on a charter bus to and from their destination.
2. Students will be required to wear their face coverings (masks) on the bus and in the park the entire day.
3. Students and Chaperones will use hand sanitizer each time we board the bus, and before eating.
4. Students will be in the park in groups no larger than 5.
5. Any student or chaperone with symptoms prior to the trip will not attend.
6. Please direct all questions or concerns to Michelle DuChemin ex. 65630 or Scott Boyer ex. 65631.

DRAFT

SCHOOL DISTRICT OF CLAY CO

FIELD TRIP REQUEST

ADMINISTRATIVELY APPROVED
Received too late for March, 2021 Board Meeting
Received for Information: April 1, 2021

1. School Requesting: Fleming Island Hi

2. Transportation (Check One):
   School Bus(s)_____ Private Vehicle(s)_____ Commercial Carrier ✓ Other_____
   If Commercial Carrier or Other, please state type: Charter Bus

3. Trip(s) Overnight: Yes____ No ✓ Trip(s) Out-of-State: Yes ✓ No____

4. Dates of Field Trip*: 3/6/2021 Destination*: Lee County High School Leesburg, Ga.

5. Group Taking Trip: Navy JROTC Drill Team

6. If using private vehicles, list drivers you wish to designate as Agents of the Board and attach the necessary Agent of the Board form._____

7. Educational Value of Field Trip: JROTC Drill Competitions instill leadership, self control, personal responsibility and the qualities of integrity, loyalty and dedication. JROTC events build esprit de corps within the unit and results in a stronger unit for the cadet and Sch. Leader.

8. Supporting Florida Standards Benchmark(s) with Narrative(s): Supports JROTC Sports
   * The JROTC unit was qualified for * this competition on 2/20/2021

9. Number of Students*: 35 Number of Chaperones*: 5

10. Cost Per Student: $30.00 Budget Code or Source to be charged: 0551/3167
    (Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: 3/6/2021 @ 4:30 AM Returning Time*: 3/6/2021 @ 9:30 PM

**For School Buses, if more than one bus is requested, reference bus request form.*

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division supervisor. If school buses are being used, the transportation request form should be attached. School bus requisition numbers for each request form are to be list below.

Bus Requisition Number(s):

Teacher, Team Leader, Department Head, Etc.	Date 2/22/2021
Principal	Date 2/22/2021
Assistant Superintendent	Date 2/22/21
Superintendent	Date 3/27/21

SEC-1-2723; E. 2/13/2019

DRAFT

Clay County Field Trip COVID Guidelines
Overnight or Out of State Field Trips

(Please attach these guidelines to your field trip request form)

☑ **All participants have signed COVID-19 Waiver (not required for athletes; all athletes have already done so via Athletic Clearance process)**

Travel Accommodations (Charter Bus, Rental Vans, Parents Driving etc:

Charter Bus

Hotel Accomodations (room assignments/supervision etc):

This trip does not require an overnight stay.

Mask Compliance:

Face coverings will be worn on the bus and during times at the event when social distancing is not possible.

Social Distancing:

Social distancing will be in place on the bus and during the drill events.

DRAFT

SCHOOL DISTRICT OF CLAY CO

FIELD TRIP REQUEST

ADMINISTRATIVELY APPROVED
Received too late for Feb & March 2021 Board Meeting
Received for Information: April 1, 2021

1. School Requesting: KHHS

2. Transportation (Check One):
School Bus(s)_____ Private Vehicle(s)_____ Commercial Carrier_____ Other X
If Commercial Carrier or Other, please state type: School Van

3. Trip(s) Overnight: Yes ✓ No____ Trip(s) Out-of-State: Yes____ No ✓

4. Dates of Field Trip*: Feb 26-27 Destination*: Palm Bay FL.

5. Group Taking Trip: Wrestling

6. If using private vehicles, list drivers you wish to designate as Agents of the Board and attach the necessary Agent of the Board form._____

7. Educational Value of Field Trip: Regional Tournament
Need to qualify

8. Supporting Florida Standards Benchmark(s) with Narrative(s):_____

9. Number of Students*: 8 Number of Chaperones*: 7

10. Cost Per Student:_____ Budget Code or Source to be charged:_____
(Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: Feb 26 6:30 pm Returning Time*: Feb 27 6:30 pm

**For School Buses, if more than one bus is requested, reference bus request form.*

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division supervisor. If school buses are being used, the transportation request form should be attached. School bus requisition numbers for each request form are to be list below.

Bus Requisition Number(s):

Teacher, Team Leader, Department Head, Etc.	Date 2/22/21
Principal	Date 2/22/21
Assistant Superintendent	Date 2/22/21
Superintendent	Date 2/24/21

DRAFT

SEC-1-2723; E. 2/13/2019

Clay County Field Trip COVID Guidelines
Overnight or Out of State Field Trips

(Please attach these guidelines to your field trip request form)

☐ **All participants have signed COVID-19 Waiver (not required for athletes; all athletes have already done so via Athletic Clearance process)**

Travel Accommodations (Charter Bus, Rental Vans, Parents Driving etc:

School Van - Driver Steven Knott

Hotel Accomodations (room assignments/supervision etc):

Comfort Suites Palm Bay
1 room for the male wrestlers
1 room for the female wrestler - will have a parent with her
1 room for the Coach

Mask Compliance:

Face masks are to be worn in the Van and in Public where social distancing cannot be achieved. Palm Bay has strict mask Policies for the tournament.

Social Distancing:

will be inforced where possible.

DRAFT

ADMINISTRATIVELY APPROVED
Received too late for March, 2021 Board Meeting
Received for Information: April 1, 2021

SCHOOL DISTRICT OF CLA\

FIELD TRIP REQU

1. School Requesting: OHS

2. Transportation (Check One):
   School Bus(s)_____ Private Vehicle(s)_____ Commercial Carrier x Other_____
   If Commercial Carrier or Other, please state type: Enterprise

3. Trip(s) Overnight: Yes X No___ Trip(s) Out-of-State: Yes___ No X

4. Dates of Field Trip*: 3/25 - 3/28 Destination*: Lakeland, FL

5. Group Taking Trip: Girls Basketball

6. If using private vehicles, list drivers you wish to designate as Agents of the Board and attach the necessary Agent of the Board form.

7. Educational Value of Field Trip: FHSAA State Basketball Finals
   hoot to qualify

8. Supporting Florida Standards Benchmark(s) with Narrative(s):

9. Number of Students*: 17 Number of Chaperones*: 4

10. Cost Per Student:_____ Budget Code or Source to be charged:_____
    (Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: Noon Returning Time*: Noon

**For School Buses, if more than one bus is requested, reference bus request form.*

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division supervisor. If school buses are being used, the transportation request form should be attached. School bus requisition numbers for each request form are to be list below.

Bus Requisition Number(s):

Teacher, Team Leader, Department Head, Etc.	Date 2/23/21
Principal	Date 2/23/21
Assistant Superintendent	Date
Superintendent	Date 2/24/21

DRAFT

Clay County Field Trip COVID Guidelines
Overnight or Out of State Field Trips

(Please attach these guidelines to your field trip request form)

☒ All participants have signed COVID-19 Waiver (not required for athletes; all athletes have already done so via Athletic Clearance process)

Travel Accommodations (Charter Bus, Rental Vans, Parents Driving etc:

Rental Vans via Enterprise

Hotel Accomodations (room assignments/supervision etc):

Comfort Inn & Suites Lakeland North I-4
3520 US Hwy 98 N. Lakeland, FL 33809

4 Adults
13 Students (3 per room)

Mask Compliance:

Athletes will wear mask while traveling & when social distancing is not possible.

All CCSD policies in place.

Social Distancing:

When possible.

Girls B-Ball to Lakeland

DRAFT

ADMINISTRATIVELY APPROVED
Received too late for March, 2021 Board Meeting
Received for Information: April 1, 2021

SCHOOL DISTRICT OF CLAY
FIELD TRIP REQUE

1. School Requesting: OHS

2. Transportation (Check One):
School Bus(s)____ Private Vehicle(s)____ Commercial Carrier____ Other X
If Commercial Carrier or Other, please state type: School Vans

3. Trip(s) Overnight: Yes X No___ Trip(s) Out-of-State: Yes___ No X

4. Dates of Field Trip*: 3/26 - 3/27 Destination*: Palm Coast, FL

5. Group Taking Trip: Wrestling

6. If using private vehicles, list drivers you wish to designate as Agents of the Board and attach the necessary Agent of the Board form.

7. Educational Value of Field Trip: FHSAA Wrestling Regionals
had to qualify

8. Supporting Florida Standards Benchmark(s) with Narrative(s):

9. Number of Students*: 10 Number of Chaperones*: 3

10. Cost Per Student:____ Budget Code or Source to be charged:____
(Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: 7am Returning Time*: 10pm

**For School Buses, if more than one bus is requested, reference bus request form.*

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division supervisor. If school buses are being used, the transportation request form should be attached. School bus requisition numbers for each request form are to be list below.

Bus Requisition Number(s):

Teacher, Team Leader, Department Head, Etc.	Date 2/23/21
Principal	Date 2/23/21
Assistant Superintendent	Date 2/23/21
Superintendent	Date 2/24/21

DRAFT

Clay County Field Trip COVID Guidelines
Overnight or Out of State Field Trips

(Please attach these guidelines to your field trip request form)

☒ All participants have signed COVID-19 Waiver (not required for athletes; all athletes have already done so via Athletic Clearance process)

Travel Accommodations (Charter Bus, Rental Vans, Parents Driving etc:

School Vans
1 Private Vehicle (Marcus Miller)
↳ on file w/ Laurie Woolwine

Hotel Accomodations (room assignments/supervision etc):

Microtel Inn & Suites by Wyndham
16 Kingswood Dr.
Palm Coast, FL 32137

10 students (2-3 per room)
3 Adults

Mask Compliance:

When traveling & when social distancing is not possible.

All CCSD policies in place.

Social Distancing:

When possible.

Traveling to Flagler Palm Coast

DRAFT

ADMINISTRATIVELY APPROVED
Received too late for March, 2021 Board Meeting
Received for Information: April 1, 2021

SCHOOL DISTRICT OF CLAY C

FIELD TRIP REQUE

1. School Requesting: RHS

2. Transportation (Check One):
School Bus(s)_____ Private Vehicle(s)_____ Commercial Carrier X Other_____
If Commercial Carrier or Other, please state type:_____

3. Trip(s) Overnight: Yes X No___ Trip(s) Out-of-State: Yes X No___

4. Dates of Field Trip*: 5-6 March 2021 Destination*: Albany GA. Lee County High School

5. Group Taking Trip: NJROTC Cadets

6. If using private vehicles, list drivers you wish to designate as Agents of the Board and attach the necessary Agent of the Board form. N/A

7. Educational Value of Field Trip: To compete at Area 12 Drill championships we just qualified this last Saturday.

8. Supporting Florida Standards Benchmark(s) with Narrative(s): AT 2.1.4.2 AT 6.1.4.2 PEB 2.4.4 AT 2.1.4.2 PEA 3.4.1 PEA 2.1.4.2 PEA 3.4.4 PEA 3.4.6 HEB 1.4.2 HEB 1.4.2 PEA 3.4.2

9. Number of Students*: 40 Number of Chaperones*: 4

10. Cost Per Student: $30.00 Budget Code or Source to be charged: N/A
(Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: 2:30 pm on Friday Returning Time*: 10:00 pm Saturday

**For School Buses, if more than one bus is requested, reference bus request form.*

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division supervisor. If school buses are being used, the transportation request form should be attached. School bus requisition numbers for each request form are to be list below.

Bus Requisition Number(s):

Teacher, Team Leader, Department Head, Etc. — Date 2/22/2021

Principal — Date 2/22/21

Assistant Superintendent — Date

Superintendent — Date 2/24/21

DRAFT

SEC-1-2723; E. 2/13/2019

NAVY JROTC

Lee County High School NJROTC
ONE Trojan Way
Leesburg, GA 31763

8 Feb 2021

From: Senior Naval Science Instructor, Lee County High School
To: Area 12 Drill Championship Qualifiers

Subj: AREA 12 DRILL MEET CHAMPIONSHIP, 06 MAR 2021

Ref: (a) Navy Nationals SOP (www.thenationals.net)
(b) Area-12 Sanctioned Drill Meet SOP

Encl: (1) Agreement of Indemnity
(2) Directions to Lee County High School
(3) Pre-mishap plan
(4) Hotel/Food Information
(5) ORM matrix

DRAFT

1. The Area 12 Drill Championship scheduled for 06 March 2021 will be hosted by the Lee County High School NJROTC Unit. The meet will take place at Lee County High School @ 1 Trojan Way, Leesburg, GA 31763. Events will be graded by US Marine Corps, US Navy, US Air Force and US National Guard active duty and reserve personnel.

2. The **entry fee** for the Area 12 Drill Championship has been set by the Area Manager at $425.00. **$200.00** of this fee must be submitted to the **Area 12** Manager and **$225.00** must be submitted to the **Lee County High School NJROTC, 1 Trojan Way, Leesburg, GA 31763.** The fee submitted to Lee County High School will include the cost of meals for **25** cadets. Schools bringing more than 25 cadets to the meet must pay an additional $5.00 per cadet for meals and must lock in this price at least two weeks prior to the meet. Entry fees are due no later than 25 Feb 2021.

3. There will be no instructor meeting as all units should know Nationals rules/procedures. Remember, all participating cadets must stand the Personnel Inspection. No more than 40 cadets may participate in this meet. **ALL CADETS** must have a completed "Sports Physical", "Standard Release Form", and "Agreement of Indemnity" to compete in this Area-12 Drill Championship. Each SNSI will verify completion of ALL requirements before allowing a cadet to compete.

4. **THIS EVENT WILL BE RUN IN STRICT COMPLIANCE WITH THE NEW NATIONALS LOI. GRADING OF DRILL EVENTS WILL BE IAW REFERENCES (A) AND (B).**

5. UNIFORM REQUIREMENTS:
   a. The uniform of the day for cadets will be the Navy Service Uniform. The uniform for Naval Science Instructors will be either the prescribed uniform for the season or NJROTC Unit attire (i.e. polo or collared shirt).

   b. ** MASKS will be required for Personnel Inspection

Clay County Field Trip COVID Guidelines
Overnight or Out of State Field Trips

(Please attach these guidelines to your field trip request form)

☐ **All participants have signed COVID-19 Waiver (not required for athletes; all athletes have already done so via Athletic Clearance process)**

Travel Accommodations (Charter Bus, Rental Vans, Parents Driving etc:

We will be using a charter bus. Most cadets will be seated by themselves.

Hotel Accomodations (room assignments/supervision etc):

Cadets will sleep 4 to a room. All of their parents understand this. We will have at least one chaperone per 10 cadets.

Mask Compliance:

Cadets will wear masks at all time, including while riding on the bus. The only time they will not be wearing a mask is when they are eating and social distancing will be observed.

Social Distancing:

Social distancing will be maintained as much as is feasible.

DRAFT

NJROTC Drill Meet COVID-19 Mitigation Plan

While you cannot eliminate 100% of COVID-19 risk, proactive measures can certainly be put in place to mitigate and greatly reduce the threat of COVID-19 at Drill competitions. NJROTC will implement special regulations for event participants to maintain the health and safety of all participants and volunteers while complying with all federal, state, local, school district and Navy directives. As such, the mitigation steps below will be put in place for all Area-12 Drill Meets in 2020-2021.

Social Distancing.

- Units' staging areas historically were bunched in a close grouping to promote comradery among visiting schools. This year arriving schools will be directed to specific staging areas (for trailers and tents) with a safe distance being enforced between each program.
- Units using locker rooms will only be allowed access limiting one school's use at a time.
- Masks will be worn when social distancing (distance > 6 feet) cannot be maintained, and are encouraged to be worn at all other times.
- Disinfectant and hand sanitizers will be located throughout the campus for frequent hand washing.

Drill Events.

- Masks will be required for all of the drill specific events – Unarmed Basic, Armed Basic, Unarmed Exhibition, Armed Exhibition and Color Guard.
- Personnel Inspection will require masks for cadets and judges.

Athletic Events.

- At this time, all athletic events will take place as per normal drill meet guidelines. Units may not loan batons, and schools shall bring their own fluorescent road guard vest for use in the 16 x 100 relay.

Concessions.

- Major changes are in place for concessions. Food handling by multiple people in concessions is prohibited. Typical bulk grilling of hot dogs and hamburgers shall not be allowed. Units are encouraged to bring their own food or make other arrangements for meals. Host units may contract with local vendors to provide pre-packaged meals only. Only drinks and prepackaged snacks may be sold.

Awards Ceremony.

- Awards ceremonies shall be conducted outdoors. However, if inclement weather forces the awards ceremony into the gymnasium, then only the team captains of participating schools may go inside while the remaining team members wait outside of the awards venue (either on the bus or some exterior location on campus.).

Indemnity Forms and School Arrival.

- Participants should not attend if they feel unwell, have a fever, display any COVID-19 symptom, or have been exposed within the past 10 days to anyone with the virus.
- Instructors from visiting schools must record the temperatures of all cadets prior to disembarking from the bus. Anyone with a temperature greater than 100.4 degrees will not be allowed in the venue.

Cadets will wear masks during transit to and from the Drill Meet

DRAFT

ADMINISTRATIVELY APPROVED
Received too late for March, 2021 Board Meeting
Received for Information: April 1, 2021

SCHOOL DISTRICT OF CLAY C

FIELD TRIP REQUE

1. School Requesting: RHS

2. Transportation (Check One):
   School Bus(s)____ Private Vehicle(s) X Commercial Carrier____ Other____
   If Commercial Carrier or Other, please state type:____

3. Trip(s) Overnight: Yes X No___ Trip(s) Out-of-State: Yes X No___

4. Dates of Field Trip*: 19 & 20 MARCH Depart After School Destination*: Eagles Landing H.S McDonough, GA

5. Group Taking Trip: NJROTC Cadets

6. If using private vehicles, list drivers you wish to designate as Agents of the Board and attach the necessary Agent of the Board form. N/A

7. Educational Value of Field Trip: To Compete In the AREA 12 Brain Bowl Championships

8. Supporting Florida Standards Benchmark(s) with Narrative(s): AT 2.1.4.2 AT.6.1.4.2 PEB 2.4.4 AT 2.1.4.2 PEA 3.4.1 PEA 2.4.2 PEA 3.4.4 PEA 3.4.6 HEB 1.4.2 HEB 1.4.3 PEA 3.4.1 PEA 3.4.2

9. Number of Students*: 5 Number of Chaperones*: 1

10. Cost Per Student: Free Budget Code or Source to be charged:____
    (Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: 1:40 Returning Time*: 6:00 PM.

**For School Buses, if more than one bus is requested, reference bus request form.*

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division supervisor. If school buses are being used, the transportation request form should be attached. School bus requisition numbers for each request form are to be list below.

Bus Requisition Number(s):

Teacher, Team Leader, Department Head, Etc.	Date 2/19/2021
Principal	Date 2/19/21
Assistant Superintendent	Date 2/23/21
Superintendent	Date 2/24/21

DRAFT

SEC-1-2723; E. 2/13/2019

301 Tunis Road
McDonough, GA 30253
770-914-9690

From: Eagles Landing HS NJROTC
To: Area 12 NJROTC Units

Subj: 2020-2021 AREA 12 CHAMPIONSHIP NJROTC ACADEMIC BRAIN BRAWL LOI

1. **What:** Brain Brawl Academic Meet
2. **Where**: Eagles Landing High School, 301 Tunis Road, McDonough GA 30253
3. **When:** Saturday, March 20, 2021 at 0800.
4. **Who:** 24 Five-cadet teams that qualified at a sanctioned meet during the 2020-2021 school year.
5. **Why:** To determine A 12 team representation at the NJROTC National Brain Brawl Championship.
6. **How:** E-Mail us at middleton.mark.snsi@navyjrotc.us or call us at **(770-914-9690)**
7. **How much:** **$150 per team** (includes trophies & lunch for 5 cadets and 2 adults).

Make checks payable to:
Eagles Landing High School NJROTC
301 Tunis Road
McDonough, GA 30253

8. **Supplemental notes:** No notes may be taken. Copying/recording of questions is not permitted.
9. **Rules and Matrices:** Reference the AREA 12 BRAIN BRAWL STANDING LETTER OF INSTRUCTION
10. **Covid-19 Measures**: COVID-19 restrictions limit participation to one qualified 5 cadet Team, one instructor, and one female chaperone (as needed). Lunch will be preordered and prepackaged.

INSTRUCTION. click here Matrix of attending teams will be sent out at a later after all teams qualify. **The draw for position will be held at the morning meeting before the Championship begins.**

Parking will be available in the front of the school. A cadet will be posted to assist with parking. The morning brief will take place in the Cafeteria and the Brain Brawl competition will take place in the Media Center, Band Room, and Chorus room.

LCDR Middleton's cell number is **(678) 542-5169**, Chief Kelly's cell number is **(404) 906-2078** and GYSGT Engram's cell number is **(404)-405-4570.**

DRAFT

NJROTC Drill Meet COVID-19 Mitigation Plan

While you cannot eliminate 100% of COVID-19 risk, proactive measures can certainly be put in place to mitigate and greatly reduce the threat of COVID-19 at Drill competitions. NJROTC will implement special regulations for event participants to maintain the health and safety of all participants and volunteers while complying with all federal, state, local, school district and Navy directives. As such, the mitigation steps below will be put in place for all Area-12 Drill Meets in 2020-2021.

Social Distancing.

- Units' staging areas historically were bunched in a close grouping to promote comradery among visiting schools. This year arriving schools will be directed to specific staging areas (for trailers and tents) with a safe distance being enforced between each program.
- Units using locker rooms will only be allowed access limiting one school's use at a time.
- Masks will be worn when social distancing (distance > 6 feet) cannot be maintained, and are encouraged to be worn at all other times.
- Disinfectant and hand sanitizers will be located throughout the campus for frequent hand washing.

Drill Events.

- Masks will be required for all of the drill specific events – Unarmed Basic, Armed Basic, Unarmed Exhibition, Armed Exhibition and Color Guard.
- Personnel Inspection will require masks for cadets and judges.

Athletic Events.

- At this time, all athletic events will take place as per normal drill meet guidelines. Units may not loan batons, and schools shall bring their own fluorescent road guard vest for use in the 16 x 100 relay.

Concessions.

- Major changes are in place for concessions. Food handling by multiple people in concessions is prohibited. Typical bulk grilling of hot dogs and hamburgers shall not be allowed. Units are encouraged to bring their own food or make other arrangements for meals. Host units may contract with local vendors to provide pre-packaged meals only. Only drinks and prepackaged snacks may be sold.

Awards Ceremony.

- Awards ceremonies shall be conducted outdoors. However, if inclement weather forces the awards ceremony into the gymnasium, then only the team captains of participating schools may go inside while the remaining team members wait outside of the awards venue (either on the bus or some exterior location on campus.).

Indemnity Forms and School Arrival.

- Participants should not attend if they feel unwell, have a fever, display any COVID-19 symptom, or have been exposed within the past 10 days to anyone with the virus.
- Instructors from visiting schools must record the temperatures of all cadets prior to disembarking from the bus. Anyone with a temperature greater than 100.4 degrees will not be allowed in the venue.

Cadets will wear masks during transit to and from the Drill Meet

DRAFT

Clay County Field Trip COVID Guidelines
Overnight or Out of State Field Trips

(Please attach these guidelines to your field trip request form)

☐ **All participants have signed COVID-19 Waiver (not required for athletes; all athletes have already done so via Athletic Clearance process)**

Travel Accommodations (Charter Bus, Rental Vans, Parents Driving etc:

We will be using a charter bus. Most cadets will be seated by themselves.

Hotel Accomodations (room assignments/supervision etc):

Cadets will sleep 4 to a room. All of their parents understand this. We will have at least one chaperone per 10 cadets.

Mask Compliance:

Cadets will wear masks at all time, including while riding on the bus. The only time they will not be wearing a mask is when they are eating and social distancing will be observed.

Social Distancing:

Social distancing will be maintained as much as is feasible.

DRAFT

ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL
April 1, 2021

SCHOOL DISTRICT OF CLAY
FIELD TRIP REQUE

1. School Requesting: RHS

2. Transportation (Check One):
School Bus(s)_____ Private Vehicle(s)_____ Commercial Carrier X Other_____
If Commercial Carrier or Other, please state type:_____

3. Trip(s) Overnight: Yes X No___ Trip(s) Out-of-State: Yes___ No X

4. Dates of Field Trip*: 8-10 April Destination*: Orlando (Sea World)

5. Group Taking Trip: NJROTC Cadets

6. If using private vehicles, list drivers you wish to designate as Agents of the Board and attach the necessary Agent of the Board form. N/A

7. Educational Value of Field Trip: Visit St Augustine on Thursday Sea World on Friday and Islands of Adventure on Saturday see Itinery for Educational Value to St Augustine and Sea World

8. Supporting Florida Standards Benchmark(s) with Narrative(s): AT 2.1.4.2 AT 6.1.4.2 PE B 2.4.4 AT 2.1.4.2 PE A 3.4.1 PE A 2.4.2 SC.6.L.15.1 SC.7.E.6.6 SC.8.N.1.6 SC.912.L.18.7 SC.912.L.17.2 SC.912.L.17.3 SC.912.L.17.6

9. Number of Students*: 40 Number of Chaperones*: 4

10. Cost Per Student: $250.00 Budget Code or Source to be charged: N/A
(Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: 0800 Thursday Returning Time*: 2130 Saturday

**For School Buses, if more than one bus is requested, reference bus request form.*

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division supervisor. If school buses are being used, the transportation request form should be attached. School bus requisition numbers for each request form are to be list below.

Bus Requisition Number(s):

Teacher, Team Leader, Department Head, Etc.	Date 2/19/2021
Principal	Date 2/19/21
Assistant Superintendent	Date 2/23/21
Superintendent	Date 2/24/21

DRAFT

SEC-1-2723; E. 2/13/2019

Navy Junior ROTC Educational Field Trip to Orlando.

This year we would normally be taking our end of the year Field Trip to Key West Naval Air Station, the Key West Coast Guard Station, etc. However because of COVID the Navy is not scheduling any tours. As a replacement I would like to take the Cadets on a short visit to Orlando.

Itinerary

Thursday, April 8th

0800 Depart Ridgeview in route to St Augustine
0930 Arrive St Augustine and tour the Castillo de San Marcos (fort). Then tour the Oldest House Museum, Governor's House Cultural Center and Museum, and St. George St.
1430 Depart St Augustine
1700 Arrive Hotel and get settled
1800 Supper (pizza)
1900 Free time
2200 Lights out

Friday, April 9th

0730 Reveille
0800 Breakfast
0930 Depart for Sea World
1000 Arrive Sea World
Take the Ocean Discovery at Orca Encounter Course. (See Flyer.) The purpose of this visit is to supplement the unit in our NJROTC textbook entitled "Life in the Seas" Part of the unit covers marine animals including penguins, polar bears, seals, blue whales, dolphins, orcas, etc. This unit will be taught the week before the trip.
1700 Depart Sea World
1730 Supper at Orlando's Biggest McDonalds
1930 Free time
2200 Lights out

Saturday, April 10th

0700 Reveille
0730 Breakfast
0830 Depart for Island of Adventure
0900 Arrive Islands of Adventure
1900 Depart Islands of Adventure
2130 Arrive back at school

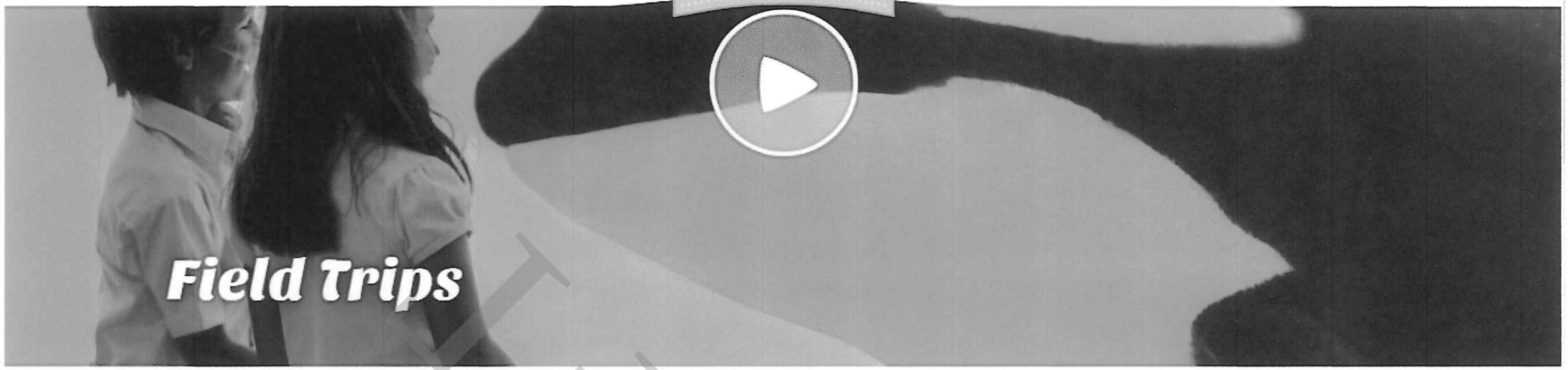
All cadets' parents will sign the school District's COVID Liability Waiver.

DRAFT

SeaWorld

Buy Tickets

Log In Cart Search



SeaWorld Orlando Education Field Trip Experience provides your students with an unforgettable day filled with activities designed to encourage hands-on educational experiences.

SeaWorld is a world-class zoological facility - the only place in Florida to learn first-hand about killer whales, penguins, walruses, endangered sea turtles and rescued manatees all in one location. We provide unique opportunities for up-close, personal animal connections for the affordable education field trip rate starting at $29* per student. **For immediate assistance with booking, please call 407-545-5550 and select option 5 or click Request Daytime Field Trip to submit a Request Form (please allow for a response time of up to 5 business days for email inquiries).**

*Prices are subject to change without notice.

Request Daytime Field Trip >

Field Trip Includes:

- Full access to our exciting shows and animal attractions.
- Free educational resources to teachers to help prepare students for their field trip.
- Advanced supplemental material for high school curriculum
- Separate education group entrance for all education programs

FILED

SeaWorld

Buy Tickets

Log In Cart Search

SeaWorld Orlando Field Trip Courses



Ocean Discovery at Orca Encounter

Price starts at $29* per participant (10 paid students minimum)

Students are invited to enjoy this high energy, interactive, and educational presentation. Join us to discover what makes killer whales the perfect ocean ambassadors as we highlight their unique adaptations, habitats, and their role in our one ocean. The learning doesn't stop here! After the show, you and your students can spend a full day exploring animal exhibits and attractions such as Turtle Trek, Manta Aquarium, and Wild Arctic (available seasonally on specific week days during the school year).

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Confirmation Packet & Curriculum Guides

Please download our confirmation packet and curriculum guides by grade level. Here you will have all of the information provided.

- **Click here** to Download your Confirmation Packet for SeaWorld Orlando programs.
- **Click here** to Download the Kindergarten curriculum guide.
- **Click here** to Download the 1st Grade curriculum guide.
- **Click here** to Download the 2nd Grade curriculum guide.
- **Click here** to Download the 3rd Guide curriculum guide.
- **Click here** to Download the 4th Grade curriculum guide.
- **Click here** to Download the 5th Grade curriculum guide.
- **Click here** to Download the 6 - 12 Grade curriculum guide.

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Florida Standards

SC.K.N.1.2, SC.K.N.1.5, SC.1.L.14.1, SC.1.L.17.1, SC.2.L.17.1, SC.2.L.17.2, SC.3.L.15.1, SC.3.N.1.1, SC.4.L.16.2, SC.4.L.17.1, SC.5.E.7.2, SC.5.L.17.1, SC.6.L.15.1, SC.7.E.6.6, SC.7.L.17.3, SC.8.N.1.6, SC.912.L.15.6, SC.912.L.15.7, SC.912.L.17.1, SC.912.L.17.2, SC.912.L.17.3, SC.912.L.17.6

We use cookies to run and maintain the site, remember preferences, and complete certain sales transactions. We also use cookies for analytics to improve our website's performance for you, to tailor ads and offers for you, and to measure marketing choices. Learn more about our cookies here. You may update cookie settings **here** or select "OK" to continue with default settings.

OK >

NJROTC Drill Meet COVID-19 Mitigation Plan

While you cannot eliminate 100% of COVID-19 risk, proactive measures can certainly be put in place to mitigate and greatly reduce the threat of COVID-19 at Drill competitions. NJROTC will implement special regulations for event participants to maintain the health and safety of all participants and volunteers while complying with all federal, state, local, school district and Navy directives. As such, the mitigation steps below will be put in place for all Area-12 Drill Meets in 2020-2021.

Social Distancing.

- Units' staging areas historically were bunched in a close grouping to promote comradery among visiting schools. This year arriving schools will be directed to specific staging areas (for trailers and tents) with a safe distance being enforced between each program.
- Units using locker rooms will only be allowed access limiting one school's use at a time.
- Masks will be worn when social distancing (distance > 6 feet) cannot be maintained, and are encouraged to be worn at all other times.
- Disinfectant and hand sanitizers will be located throughout the campus for frequent hand washing.

Drill Events.

- Masks will be required for all of the drill specific events – Unarmed Basic, Armed Basic, Unarmed Exhibition, Armed Exhibition and Color Guard.
- Personnel Inspection will require masks for cadets and judges.

Athletic Events.

- At this time, all athletic events will take place as per normal drill meet guidelines. Units may not loan batons, and schools shall bring their own fluorescent road guard vest for use in the 16 x 100 relay.

Concessions.

- Major changes are in place for concessions. Food handling by multiple people in concessions is prohibited. Typical bulk grilling of hot dogs and hamburgers shall not be allowed. Units are encouraged to bring their own food or make other arrangements for meals. Host units may contract with local vendors to provide pre-packaged meals only. Only drinks and prepackaged snacks may be sold.

Awards Ceremony.

- Awards ceremonies shall be conducted outdoors. However, if inclement weather forces the awards ceremony into the gymnasium, then only the team captains of participating schools may go inside while the remaining team members wait outside of the awards venue (either on the bus or some exterior location on campus.).

Indemnity Forms and School Arrival.

- Participants should not attend if they feel unwell, have a fever, display any COVID-19 symptom, or have been exposed within the past 10 days to anyone with the virus.
- Instructors from visiting schools must record the temperatures of all cadets prior to disembarking from the bus. Anyone with a temperature greater than 100.4 degrees will not be allowed in the venue.

Cadets will wear masks during transit to and from the Drill Meet

DRAFT

Clay County Field Trip COVID Guidelines
Overnight or Out of State Field Trips

(Please attach these guidelines to your field trip request form)

☐ **All participants have signed COVID-19 Waiver (not required for athletes; all athletes have already done so via Athletic Clearance process)**

Travel Accommodations (Charter Bus, Rental Vans, Parents Driving etc:

We will be using a charter bus. Most cadets will be seated by themselves.

Hotel Accomodations (room assignments/supervision etc):

Cadets will sleep 4 to a room. All of their parents understand this. We will have at least one chaperone per 10 cadets.

Mask Compliance:

Cadets will wear masks at all time, including while riding on the bus. The only time they will not be wearing a mask is when they are eating and social distancing will be observed.

Social Distancing:

Social distancing will be maintained as much as is feasible.

DRAFT

April 1, 2021 - Regular School Board Meeting

Title

C10 - Edgenuity Courseware Agreement - Amend and Renew

Description

This amendment is extending the agreement three years (5/1/21 - 4/30/24). The cost will remain the same. This program is a software based item that contains curriculum for courses from grades 6-12. This digital curriculum helps the district meet the needs for core and/or elective courses, credit recovery, grade and/or concept remediation, career and technical education content, prescription for special needs children, and blended learning models.

Gap Analysis

This program will fill a gap in the curriculum services currently provided. This program is utilized as a resource and alternative learning method. It is common for school districts to contract with a software vendor for these services.

Previous Outcomes

Edgenuity has helped the district decrease the failure rate as it was used during the summer offerings, credit recovery labs at each school, as well as for tutoring purposes. In addition, schools used the program as a resource for the regular classroom.

Expected Outcomes

Edgenuity will continue to support teachers and students in the various formats - "Summer School," tutoring, resources for teachers, etc. All of these formats helps to decrease the failure rates among students, leading to higher passing rates, credits earned, and the ultimate goal - graduation.

Strategic Plan Goal

To increase student's level of learning and earning of credits. Both of which lead to obtaining a high school diploma.
Goal: Develop a High Quality and Aligned Instructional System
Strategy: 1.1.4 Explore innovative program options for rigorous opportunities at the elementary and secondary levels.

Recommendation

That the Clay County School Board approve the amendment/renewal of the Edgenuity Agreement.

Contact

Roger Dailey, Chief of Academics; roger.dailey@myoneclay.net; (904)336-6904

Treasure Pickett, Director of K-12 Academic Services; treasure.pickett@myoneclay.net; 904-336-6918

Financial Impact

$99,750.00

Review Comments

Attachments

April 2021 - Edgenuity Agreement Amendment.pdf

DRAFT

FOLLOW ALL PROCEDURES ON BACK OF THIS FORM

Contract # 210089
Number Assigned by Purchasing Dept.

CONTRACT REVIEW

BOARD MEETING DATE: ?

WHEN BOARD APPROVAL IS REQUIRED DO NOT PLACE ITEM ON AGENDA UNTIL REVIEW IS COMPLETED

☐ Must Have Board Approval over $100,00.00

Date Submitted: 3/1/21

Name of Contract Initiator: Treasure Pickett Telephone #: 336-6919

School/Dept Submitting Contract: K-12 Academics Cost Center # 9007

Vendor Name: Edgenuity

Contract Title: Edgenuity Agreement Amend + Renew

Contract Type: New ☐ Renewal ☒ Amendment ☐ Extension ☐ Previous Year Contract # 2018-21

Contract Term: 3 yrs Renewal Option(s): 180364

Contract Cost: $249,250.00 ($99,750. per year)

☒ **BUDGETED FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT**

Funding Source: Budget Line # 100.5100369.9007.1110.0000.000

Funding Source: Budget Line # _____

☐ **NO COST MASTER (COUNTY WIDE) CONTRACT - SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT**

☐ **INTERNAL ACCOUNT - IF FUNDED FROM SCHOOL IA FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO SBAO**

REQUIRED DOCUMENTS FOR CONTRACT REVIEW PACKAGE (*when applicable*):

Contract 180364
Went to Board 5/3/18
but 5/6 by A Davis

☐ Completed Contract Review Form

☐ SBAO Template Contract or other Contract (NOT SIGNED by District / School)

☐ SIGNED Addendum A (if not an SBAO Template Contract)*

**This Statement MUST BE included in the body of the Contract:*
"The terms and conditions of Addendum A are hereby incorporated into this Agreement and the same shall govern and prevail over any conflicting terms and/or conditions herein stated."

☐ Certificate of Insurance (COI) for General Liability & Workers' Compensation that meet these requirements:
COI must list the School Board of Clay County, Florida as an Additional Insured and Certificate Holder. Insurer must be rated as A- or better.
General Liability = $1,000,000 Each Occurrence & $2,000,000 General Aggregate.
Auto Liability = $1,000,000 Combined Single Limit ($5,000,000 for Charter Buses).
Workers' Compensation = $100,000 Minimum
[If exempt from Workers' Compensation Insurance, vendor/contractor must sign a Release and Hold Harmless Form. If not exempt, vendor/contractor must provide Workers' Compensation coverage].

RECEIVED
MAR - 1 2021
PURCHASING

☐ State of Florida Workers Comp Exemption (https://apps.fldfs.com/bocexempt/) (If Applicable)

☐ COVID-19 Waiver (If Applicable)

☐ Release and Hold Harmless (If Applicable)

RECEIVED
3/2/2021
SBAO

****AREA BELOW FOR DISTRICT PERSONNEL ONLY ****

CONTRACT REVIEWED BY:	COMMENTS BELOW BY REVIEWING DEPARTMENT
Purchasing Department BTB Review Date 3/1/2021	Need Current COI per Addendum A. New 3 year Quote 47455 Needs to mirror old Quote 44200 ↳ Called "Exhibit A1"
School Board Attorney Review Date 3/3/21	The Addendum A (March 2018) used in original agreement didn't have Force Majeure or COVID so COVID Waiver Added. Good with [redacted] addendum A + COVID Waiver added
Other Dept. as Necessary Review Date	Agree with red addition requirements on Exh. A-1, thus incorporating Exh. A wording to include Addendum A + District PD
PENDING STATUS: ☐YES ☐NO	**IF YES, HIGHLIGHTED COMMENTS ABOVE MUST BE CORRECTED BY INITIATOR**
FINAL STATUS	DATE: _____

DRAFT

EDGENUITY COURSEWARE™ AGREEMENT

AMEND AND RENEW

This Edgenuity Courseware™ Agreement for services ("**Agreement**") is made and entered into by and between Edgenuity Inc. (hereafter "**Provider**" or "**Edgenuity**") having principal offices at 8860 East Chaparral Road, Suite 100, Scottsdale, Arizona 85250 and the Clay County School District (hereinafter "**Clay County**") located at 900 Walnut Street, Green Cove Springs, FL 32043.

Provider and the District wish to renew the current in-force agreement and amend the dates for the following 3 years as identified in the attached quote #47455.

EDGENUITY INC., a Nevada Corporation	**CLAY COUNTY SCHOOL DISTRICT**
Signature	Signature
CEO	
Title	Title
Date	Date

DRAFT

Edgenuity

Edgenuity Inc.
8860 E. Chaparral Road
Suite 100
Scottsdale AZ 85250
877-725-4257

Price Quote for Services
CLAY COUNTY SCHOOL DISTRICT
Green Cove Springs FL
Account Number 61969
Quote Number 47455
Total $299,250.00
Date 5/1/2021

Payment Schedule	Contract Start	Contract End
	5/1/2021	4/30/2024

Site	Description	Comment	End Date	Qty
CCSD	Digital Libraries 6-12 Comprehensive All (except Sophia) Content Concurrent User		04/30/2024	20
CCSD	Digital Libraries 6-8 Comprehensive Concurrent User (Credit Recovery)		04/30/2024	25
CCSD	Digital Libraries 9-12 Credit Recovery Library Concurrent User		04/30/2024	125
CCSD	Digital Libraries Virtual Tutor Courses (Florida Specific & National)		04/30/2024	150

CCSD (CLAY COUNTY SCHOOL DISTRICT) Sites listed below

Site	Description	Comment	End Date	Qty
	Professional Development Comprehensive Onsite Training Package - CW and/or MyPath - up to 25 educators. Package includes 6 modules of customer's choice delivered onsite.		04/30/2024	1

1. CLAY COUNTY SCHOOL DISTRICT

Site	Description	Comment	End Date	Qty
	Sites Included		04/30/2024	

1. AMI Kids Clay County

DRAFT

This quote is subject to Edgenuity Inc. Standard Terms and Conditions ("Terms and Conditions"). These Terms and Conditions are incorporated per Exhibit B. By signing this quote or by submitting a purchase order or form purchasing document, Customer explicitly agrees to these Terms and Conditions resulting in a legally binding agreement. To the fullest extent permitted under applicable law, all pricing information contained in this quote is confidential, and may not be shared with third parties without Edgenuity's written consent. Addendum A and the District's Purchasing Conditions are incorporated into these Terms and Conditions and shall prevail in the event of conflict between the terms contained herein.

CLAY COUNTY SCHOOL DISTRICT

Signature: _____

Print Name: _____

Title: _____

Date: _____

Edgenuity Inc. Representative

D. Greg Guy, Ed.S.
greg.guy@edgenuity.com
8504455617

Not valid unless accompanied by a purchase order. Please specify a shipping address if applicable. All order documentation can be submitted electronically at https://edgenuity.formstack.com/forms/ar. Alternatively you can e-mail this quote, the purchase order and order documentation to AR@edgenuity.com or fax to 480-423-0213.

Edgenuity

Edgenuity Inc.
8860 E. Chaparral Road
Suite 100
Scottsdale AZ 85250
877-725-4257

Price Quote for Services
CLAY COUNTY SCHOOL DISTRICT
Green Cove Springs FL
Account Number 61969
Quote Number 47455
Total $299,250.00
Date 5/1/2021

Site	Description	Comment	End Date	Qty
2. CLAY HIGH SCHOOL			04/30/2024	
3. FLEMING ISLAND HIGH SCHOOL			04/30/2024	
4. FLORDIA YOUTH CHALLENGE ACADEMY			04/30/2024	
5. GREEN COVE SPRINGS JUNIOR HIGH			04/30/2024	
6. KEYSTONE HEIGHTS JUNIOR SENIOR HIGH SCHL			04/30/2024	
7. LAKE ASBURY JUNIOR HIGH SCHOOL			04/30/2024	
8. LAKESIDE JUNIOR HIGH SCHOOL			04/30/2024	
9. Middleburg High School			04/30/2024	
10. Oakleaf High School			04/30/2024	
11. Oakleaf Junior High School			04/30/2024	
12. Orange Park High School			04/30/2024	
13. Orange Park Junior High School			04/30/2024	
14. Pace Center for Girls-Clay			04/30/2024	
15. R C Bannerman Learning Center			04/30/2024	
16. Ridgeview High School			04/30/2024	
17. Wilkinson Junior High School			04/30/2024	

Fund Out - If the School Board of Clay County, Fl fails to appropriate funding for credit recovery courses, the district may cancel the 2nd year and/or 3rd year of this agreement by providing a 60-day notice in writing to Edgenuity prior to renewal date

Subtotal	$299,250.00
Total	$299,250.00

Please send signed quote back to me along with accompanying PO. 3 Year Agreement Total with Realized Discount is $299,250. Payable each year of the agreement by May 31st of 2021, 2022 & 2023 via invoice in the amount of $99,750.

DRAFT

ACORD®

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 12/30/2020

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER
Willis of New Jersey, Inc.
c/o 26 Century Blvd
P.O. Box 305191
Nashville, TN 372305191 USA

CONTACT NAME: Willis Towers Watson Certificate Center
PHONE (A/C, No, Ext): 1-877-945-7378 **FAX (A/C, No):** 1-888-467-2378
E-MAIL ADDRESS: certificates@willis.com

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A: Transportation Insurance Company	20494
INSURER B: National Fire Insurance Company of Hartfor	20478
INSURER C: Continental Insurance Company	35289
INSURER D: Continental Casualty Company	20443
INSURER E: American Casualty Company of Reading Penns	20427
INSURER F:	

INSURED
Edgenuity Inc.
8860 E. Chaparral Road,
Suite 100
Scottsdale, AZ 85250

COVERAGES **CERTIFICATE NUMBER:** W19619220 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	[X] COMMERCIAL GENERAL LIABILITY [ ] CLAIMS-MADE [X] OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: [ ] POLICY [X] PRO-JECT [X] LOC [ ] OTHER:	Y		6045593613	01/01/2021	01/01/2022	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG	$ 1,000,000 $ 1,000,000 $ 15,000 $ 1,000,000 $ 2,000,000 $ 2,000,000
B	AUTOMOBILE LIABILITY [X] ANY AUTO [ ] OWNED AUTOS ONLY [ ] SCHEDULED AUTOS [X] HIRED AUTOS ONLY [X] NON-OWNED AUTOS ONLY			6045593594	01/01/2021	01/01/2022	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ 1,000,000 $ $ $
C	[X] UMBRELLA LIAB [X] OCCUR EXCESS LIAB CLAIMS-MADE DED [X] RETENTION $ 10,000			6045593644	01/01/2021	01/01/2022	EACH OCCURRENCE AGGREGATE	$ 10,000,000 $ 10,000,000
D	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y/N [No] (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N/A		6045593627	01/01/2021	01/01/2022	[X] PER STATUTE [ ] OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	 $ 1,000,000 $ 1,000,000 $ 1,000,000
E	Workers Compensation & Employers Liability Per Statute			6045593630	01/01/2021	01/01/2022	EL - Each Accident EL- Disease-Each Emp. EL- Disease-Pol Limit	$1,000,000 $1,000,000 $1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
School District of Clay County is included as an Additional Insured as respects to General Liability.

CERTIFICATE HOLDER

School District of Clay County
900 Walnut Street
Green Cove Springs, FL 32043

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

DRAFT

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The ACORD name and logo are registered marks of ACORD

Masks are Mandatory and a signed COVID-19 Waiver will be required by all Vendors, Visitors, Volunteers, Non-Employees, ETC. conducting business on our property.

COVID-19 WAIVER

SCHOOL BOARD OF CLAY COUNTY, FLORIDA
RELEASE OF LIABILITY AND ASSUMPTION OF RISK RE: COVID 19 INFECTION

In consideration of being allowed to participate in any way in any activity which takes place on Clay County School District ("CCSD") property (facilities or grounds) I, the undersigned vendor, volunteer, parent, or legal guardian, acknowledge, understand, and agree that by participating in events and activities at Clay County School District facilities/property: (1) there are certain risks to me and my child(ren) arising from or related to possible exposure to communicable diseases including, but not limited to, COVID-19, the virus "severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2)", which is responsible for the Coronavirus Disease (also known as COVID-19) and/or any mutation or variation thereof (collectively referred to as "Communicable Diseases"); (2) I am fully aware of the hazards associated with such Communicable Diseases and; (3) I knowingly and voluntarily assume full responsibility for any and all risk of personal injury or other loss that I may sustain in connection with such Communicable Diseases, and: (4) I, for myself or for my minor child(ren) or ward(s), and on behalf of my/our heirs, assigns, beneficiaries, executors, administrators, personal representatives, and next of kin, HEREBY EXPRESSLY RELEASE, HOLD HARMLESS, AND FOREVER DISCHARGE CLAY COUNTY SCHOOL BOARD ("The District") and its officers, officials, agents, representatives, employees, other participants, sponsors, advertisers, and, if applicable, owners and lessors of premises upon which CCSD related events and activities take place (the "Released Parties"), from any and all claims, demands, suits, causes of action, losses, and liability of any kind whatsoever, whether in law or equity, arising out of or related to any ILLNESS, INJURY, DISABILITY, DEATH, OR OTHER DAMAGES incurred due to or in connection with any Communicable Diseases, WHETHER ARISING FROM THE NEGLIGENCE OF THE RELEASED PARTIES OR OTHERWISE, to the fullest extent permitted by law.

I agree that this Agreement is intended to be as broad and inclusive as is permitted by the laws of the State of Florida, and if any portion hereof is held invalid, it is agreed that the remainder shall continue in full legal force and effect.

I certify that I am the legal parent/guardian of the MINOR CHILDREN listed below, and that I HAVE READ AND UNDERSTAND THE FOREGOING RELEASE and affirm that I, on behalf of myself and my minor child(ren), do consent and agree to the complete, total and unequivocal release of all the Released Parties as provided above.

I HAVE READ THIS RELEASE OF LIABILITY AND ASSUMPTION OF RISK AGREEMENT, FULLY UNDERSTAND ITS TERMS, UNDERSTAND THAT I HAVE GIVEN UP SUBSTANTIAL RIGHTS BY SIGNING IT, AND SIGN IT FREELY AND VOLUNTARILY WITHOUT ANY INDUCEMENT.

DRAFT

Participant/Vendor/Volunteer/Parent Signature — Date: 3/8/21

D. Greg Guy
Printed Name

Name of each minor child for whom this Release applies, **if applicable**:

_____ _____

_____ _____

_____ _____

FORCE MAJEURE, if applicable to an existing written Agreement: Neither party to this Agreement shall be liable for delays or failures in performance under this Agreement (other than obligations relating to payment, confidentiality, and protection of ownership and intellectual property rights) resulting from acts or events beyond the reasonable control of such party (a "Force Majeure Event"), including acts of war, terrorism, acts of God, earthquake, flood, embargo, riot, sabotage, labor dispute, wide spread outbreak of disease or pandemic, governmental act, failure of the internet, power failure, or energy, utility, or telecommunications interruptions, provided that the delayed party: (i) gives the other party prompt notice of such cause; and (ii) uses its reasonable commercial efforts to promptly correct such failure or delay in performance. In the event that a Force Majeure Event lasts for more than 90 days, and the party experiencing the initial delay cannot correct its failure or delay in performance during that period of time, despite using its reasonable commercial efforts to do so, the other party may terminate the affected portions of this Agreement.

April 1, 2021 - Regular School Board Meeting

Title

C11 - Summer Programs Manual and Calendar

Description

Each year, Clay County hosts several summer programs for the educational benefit of students. These programs are fundamentally designed to either remediate students or to maintain educational levels. These programs range from pre-kindergarten to high school levels. Programs are held at various sites in the District and have approved guidelines attached to each program. Special education students have access to each program sponsored.

Gap Analysis

By offering these programs, the District will help keep students progressing forward either in their reading skills or seeking grade/credit recovery. The benefit of these programs mostly impacts struggling or at-risk students.

Previous Outcomes

Students in all of the programs either retained learning levels or increased learning levels due to the summer programs being offered in 2020. At the junior high level, students were able to be promoted due to the passage of courses offered during this summer period. Similarly, students in grades 9-12 recouped credits due to the summer high school program. This enables the students to recoup credits or to maintain a pace so that receiving a high school diploma is possible. The 2020 data for virtual summer school was 855 credit recovery completions - highest ever.

Expected Outcomes

Students will continue to increase learning levels or recoup credits/courses in all programs. Programs that are offered (with the targeted audiences) are:

- -Voluntary Pre-K: Children who will be 4-years old on or before 9/1/18 and have not used any portion of a Certificate of Eligibility from any Florida coalition during the 20-21 year;
- -3rd Grade Summer Reading Camp: 3rd grade students who scored a level 1 on the ELA Florida State Assessment;
- -6th grade and Junior High: students seeking to recover failed courses (virtual);
- -High School: 9-12 students seeking credit recovery (virtual);
- -Algebra 1 Credit Recovery for ESE Only; Students with disabilities who failed this course;
- -Algebra 1 "Boot Camp"; students who have not passed the Algebra 1 EOC. This is a review session;
- -11th-12th Grade ESOL; ELL students scoring level 1 or 2 on the ELA FSA;
- -ESE Extended School Year: ESE students who have been determined to need ESY services.

Strategic Plan Goal

Goal: Develop a High Quality and Aligned Instructional System
Strategy: 1.1.4 Explore innovative program options for rigorous opportunities at the elementary and secondary levels.

Recommendation

That the Clay County School Board approve to approve the Summer Program Manual and the Calendar

Contact

Roger Dailey, Chief Academic Officer, 904.336.6904, roger.dailey@myoneclay.net

Treasure Pickett, Director K-12 Academic Services, 904-336-6918, treasure.pickett@myoneclay.net

Financial Impact

$235,000.00

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Review Comments

Attachments

- April 2021 - 2021 Summer Programs Manual.pdf
- April 2021 - 2021 Summer School Calendar.pdf

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The Manual

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Clay County School Board Members

District I

The Honorable Janice Kerekes

District II

The Honorable Beth Clark

District III

The Honorable Tina Bullock

District IV

The Honorable Mary Bolla, Chairman

District V

The Honorable Ashley Gilhousen

Superintendent of Schools

The Honorable David Broskie

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Instructional and Support Application and Hiring

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2021 Virtual Summer Programs Overview

Calendar for the Public

Summer Programs Website

Program	Dates	Audience	Description of Program	Sites	Funding Source
Voluntary Pre-K Summer Program **Program Details pp. 5-9** VPK Forms	**Teachers: Mon-Fri** 6/7/21- 7/30/21 **Students & Assistants: Mon-Fri** 6/8/21- 7/30/21 No school on 7/2/21 and 7/5/21	Children who will be 4 years old on or before September 1, 2020 and have not used any portion of a Certificate of Eligibility from any Florida coalition during the 2020-21 school year	A free, seven-week summer learning program that provides instruction to students, preparing them for school readiness and success	Fleming Island Elementary	Project 1458 Fund 100
3rd Grade Summer Reading Camp **Program Details pp. 23-27** 3rd Grade Reading Forms	**Teachers: Mon-Thurs** 6/14/21- 7/22/21 **Students: Mon-Thurs** 6/15/21- 7/22/21 No school on 7/5/21	Second grade students who demonstrate a substantial reading deficiency as determined by district assessments (2 or more grade levels below). Third grade students who score Level 1 and at-risk of retention (1008.25(7)(a)2., F.S.) and/or demonstrate a substantial reading deficiency as determined by district assessments.	The Summer Reading Camp required by Section 1008.25(7), F.S., is a free program providing students in grades 2 and 3 with evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.	The Summer Reading Camp will be offered through a brick and mortar platform. Please contact the school concerning registration and other required information. **(6A-6.053(9), F.A.C.)**	Project 1431-June 2021 1432-July 2021 Fund 100
6th Grade & Junior High Credit Recovery **Program Details pp. 32-36** 6th Grade and JR High Forms	**Teachers: Mon-Thurs** 6/10/21-7/13/21 **Students: Mon-Thurs** 6/14/21-7/12/21	6th-8th grade students* who are seeking to recover one or less credits/courses to be promoted **Standard diploma, including students with disabilities in inclusion and self-contained classrooms*	Students will use Edgenuity Software for 16 days in a virtual learning setting, with instruction delivered virtually.	Program will be offered through a virtual platform. Please contact the school concerning registration and other required information.	Project 1131-June 2021 1132-July 2021 Fund 100
High School Credit Recovery **Program Details pp. 39-43** High School Credit Recovery	**Teachers: Mon-Thurs** 6/10/21-7/13/21 **Students: Mon-Thurs** 6/14/21-7/12/21	9th-12th grade students* who are seeking to recover one or less credits/courses to be promoted **Standard diploma, including students with disabilities in inclusion and self-contained*	Students will use Edgenuity software for 16 days, 8 days if only a ½ credit is needed, in a virtual learning setting, with instruction delivered virtually.	Program will be offered through a virtual platform. Please contact the school concerning registration and other required information.	Project 1131-June 2021 1132-July 2021 Fund 100

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Forms		*classrooms*			
Program	**Dates**	**Audience**	**Description of Program**	**Sites**	**Funding Source**
Algebra I Credit Recovery for ESE ONLY **Program Details pp. 45-49** Alg 1 ESE Forms	**Teachers:** 6/10/2021-7/12/2021 **Students & Assistants:** 6/14/2021-7/12/2021 No school on 7/5/2021	Students with disabilities who are seeking to recover Algebra 1 credit and/or did not successfully pass the Algebra 1 End-of-Course (EOC) Assessment	A free program providing students with disabilities with every opportunity to pass the Algebra 1 End-of-Course (EOC) Assessment	Clay High Fleming Island High Keystone Heights Jr/Sr. Oakleaf High Orange Park High Ridgeview High	Project 1131-June 2021 1132-July 2021 Fund 100
Algebra I Boot Camp **Program Details pp. 51-54** Alg 1 Boot Camp Forms	**Teachers: 4 Days Planning Day 7/13/2021** 7/14,15/21 7/19-20/21 **Students:** 7/14-15/21 7/19- 20/21	Students* who did not successfully pass the Algebra 1 End-of-Course (EOC) Assessment **Standard diploma, including students with disabilities in inclusion and self-contained classrooms*	A program offered face to face that provides students with every opportunity to pass the Algebra 1 End-of-Course (EOC) Assessment	Program will be offered face to face at the home school (high schools only)	Project 1131-June 2021 1132-July 2021 Fund 100
11th-12th ESOL Summer Language Program **Program Details pp. 57-61** 11th and 12th Grade ESOL Forms	**Teachers: Mon-Thurs** 6/10/21- 6/24/21 **Students: Mon-Thurs** 6/14/21- 6/24021	English Language Learners (ELLs) categorized as a new arrival, non-English speaker, or as recommended	A free summer language program offered virtually providing ELLs the opportunity to enhance the English Language skills needed to pass the required assessments to earn a high school diploma	Program will be offered virtually via synchronous sessions	Project 1131-June 2021 1132-July 2021 Fund 100
ESE Extended School Year **Program Details pp. 63-67** ESE ESY Forms	**Teachers & Nurses:** 6/10/2021-7/15/2021 **Students & Assistants:** Monday/Wednesday 6/14/2021-7/14/2021 Tuesday/Thursday 6/15/2021-7/15/2021	Students with disabilities who have been determined to need ESY services based on IEP team determination. **The ESY calendar is a general framework for services; The IEP team makes the decision regarding ESY services necessary for the provision of FAPE.**	Extended school year services are available to provide a Free Appropriate Public Education (FAPE) for students with disabilities	*ESY Sites Keystone Heights Elem. Ridgeview High Middleburg High ***Students are assigned to an ESY site based on their needs.**	Project 1131-June 2021 1132-July 2021 Fund 100

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Summer Voluntary Pre-Kindergarten Program (SVPK)

District Contact

Bianca Montoro	904-336-6965	bianca.montoro@myoneclay.net

Location	Feeders	Meals	Cost
Fleming Island Elementary	Entire school district	Students will be provided breakfast, lunch, and a snack during the program.	Free

Summer Voluntary Pre-Kindergarten Program Calendar	
Teachers	Teacher Planning, 6/7/2021, 8:00 a.m. - 11:00 a.m. Operating Dates, 6/8/2021-7/30/2021, 7:00 a.m. - 3:45 p.m. (Monday-Friday) Last Day for Teachers, 7/30/2021, 7:00 a.m. - 3:45 a.m.
Students	Operating Dates, 6/8/2021-7/30/2021, 7:30 a.m. - 3:45 p.m. (Monday-Friday) Last Day for Students, 7/30/2021 7:30-3:45
Assistants	Operating Dates, 6/8/2021-7/30/2021, 7:30 a.m. - 3:45 p.m. (Monday-Friday) 7/30/21 Assistants will be released the same time as students (3:45)
Important Dates	No School on 7/2/2021 and 7/5/2021

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Student Registration

Student Eligibility

The SVPK is a free, eight-week summer learning program that provides instruction to students, preparing them for school readiness and success. The SVPK program enhances students pre-reading, pre-math, language, and social skills.

Eligible participants must be 4 years old on or before September 1, 2020 and have not used any portion of a Certificate of Eligibility from any Florida coalition during the 2020-2021 school year.

Student Notification

Parents can access the 2021 Summer VPK Flyer with registration information on the District VPK Website, www.oneclay.net/vpk

Student Registration
To register, parents must obtain a Summer Certificate of Eligibility from the Florida Early Learning Coalition at https://familyservices.floridaearlylearning.com/. The parent must then take the Certificate of Eligibility, along with the other required Clay County registration documents, to the VPK Summer School location to register the child into the SVPK program.

Curriculum & Instruction	
Time	7:30 - 3:45
Curriculum	Early Literacy and Learning Model/Plus (ELLM/Plus) Florida Early Learning and Developmental Standards
Instructional Methodologies	Individual guidance, small group, & exploratory play
Materials	Interactive readers, manipulatives for phonological awareness and math instruction, letter naming cards, realia for building background and schema
Assessment	**Screening:** Florida VPK Assessment **Progress Monitoring:** Teacher-developed records **Outcome Measure:** Florida VPK Assessment

Student Policies

Student Code of Conduct
The “Student Code of Conduct” policies are to be followed during all summer school offerings.

Attendance
Students may not be absent for more than 5 days. In addition, repeated tardy or late pick-up (three or more) may also result in the student being dropped from the Summer VPK program.

Student Records

Initiating Summer School Records
VPK student records will be created at Fleming Island Elementary upon registration.

Closing Out Summer School Records
The SVPK teacher will report student progress on the Florida VPK Assessment.

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VPK Budget and Finance

Voluntary Prekindergarten – Fund 100 Function 5500 Project 1458 - June and July 2021

- VPK Summer Teachers 100-5500128-cost center-1458-0000-000-0
- VPK Summer Assistant 100-5500158-cost center-1458-0000-000-0

Summer Voluntary Pre-Kindergarten Forms

Summer VPK Flyer

Clay County Registration Documents

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2nd & 3rd Grade Summer Reading Camp

District Contact		
Bianca Montoro	904-336-6965	bianca.montoro@myoneclay.net

Locations	Feeders	Meals	Cost
Program will be offered at CEB, GPE, WES, KHE, and DIS. Students attending the Summer Reading Camp will be assigned to a teacher at one of the program sites.	Entire school district	Students will be provided breakfast and lunch during the program.	Free

2nd & 3rd Grade Summer Reading Camp Calendar	
Teachers	Teacher Planning, 6/14/21 ● Training at the PDC in Green Cove Springs, 7:30 a.m.-11:30 a.m. ● Planning at Assigned School, 12:00-1:00 p.m. Operating Dates, 6/15/21-7/22/21, 7:30 a.m.-1:00 p.m.* (Monday-Thursday) Last Day for Teachers, 7/22/21, 7:30 a.m.-3:30 p.m. NOTE: For Summer Reading Camp required by Section 1008.25(7), F.S., instruction must be provided by a highly effective teacher endorsed or certified in reading. *except last day for teachers
Students	Operating Dates, 6/15/21-7/22/21, 8:00 a.m.-1:00 p.m. (Monday-Thursday)
Assistants if applicable	Operating Dates, 6/15/21-7/22/21, 8:00 a.m.-1:00 p.m. (Monday-Thursday)
Important Dates	No School on 7/5/21
Attendance (Per page 44 of the CCDS 2020-2021 Student Progression Plan.	The district policy for Summer Reading Camp attendance requires that students not miss more than two days of camp. In the event a student is absent more than two days he/she will be dropped from summer reading camp and will not have the opportunity to take the SAT-10 test at the conclusion of camp. In addition, repeated tardy or late pick-up (three or more) may also result in the student being dropped from the Summer Reading Camp program. This

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	attendance policy is in place to ensure that students are provided with maximum time for intensive instruction.

Student Registration

Eligibility

The District will provide the Summer Reading Camp to second grade students who demonstrate a substantial reading deficiency as determined by district assessments. The district will provide the Summer Reading Camp to third grade students who score Level 1, at-risk of retention and/or demonstrate a substantial reading deficiency as determined by district assessments (1008.25(7)(a)2., F.S.).

Notification

School site administrators will notify and call students and establish the school of attendance via a parent letter.

Registration

Once eligible students are invited, parents will complete the online registration, via the link below. School sites will assist parents with online registration if needed. If a parent does not have access to the internet, they can give verbal acknowledgement of attendance and the Student Records Secretary can enroll them. Registration Link:https://www.oneclay.net/3rd

Curriculum & Instruction	
Time	8:00 a.m.-1:00 p.m.
Curriculum	Florida Standards
Instructional Methodologies	independent practice occuring in Google Classroom Meets and one on one virtual instruction
Materials	*Heggerty's Bridge the Gap Intervention* supplemental materials *i-Ready* intervention *Lexia Core 5* Complex text
Assessment	**Screening:** i-Ready mid year assessment **Progress Monitoring:** *i-Ready* data and teacher-developed records **Summative:** SAT-10 (Grade 3 Only)

Student Records

Initiating Summer School Records

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Prior to the first day of the program, the district will provide Summer Reading Camp teachers the iReady Diagnostic information of each student. The teachers will then take anecdotal notes on each student throughout Summer Reading Camp to be placed in the student cumulative folder. The teachers will notify each school with student registration information.

For students with medical needs, refer to the process outlined in the Student Health Care Section of the ESY Task Instructions, which can be found in the Extended School Year section of this manual.

Closing Out Summer School Records
The summer school teacher will complete the Summer Reading Camp Report Card to share with parents and to be sent to the home school to be included in the student's record.

2nd & 3rd Grade Reading Camp Budget and Finance

2nd & 3rd Grade Reading Camp – Fund 100 Function 5100 Project 1431 - June 2021

- 100-5100128-cost center -1431-0000-000-0 for teachers
- 100-5100158-cost center -1431-0000-000-0 for assistants

2nd & 3rd Grade Reading Camp - Fund 100 Function 5100 Project 1432 - July 2021

- 100-5100128-cost center - 1432-0000-000-0 for teachers
- 100-5100158-cost center - 1432-0000-000-0 for assistants

2nd & 3rd Grade Reading Camp Forms

Click this link to make an editable copy of the
Summer Reading Camp Attendance Letter

Summer Reading Camp Report Card

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6th Grade & Junior High Credit Recovery

District Contact

Treasure Pickett	904-336-6918	treasure.pickett@myoneclay.net

Location	Feeders	Meals	Cost
All students will participate in a virtual program and will be assigned to the appropriate class and teacher.	Entire School District	Meals not provided	Free

6th Grade & Junior High Credit Recovery Calendar	
Teachers	Teacher Planning, 6/10/21; Postplanning 7/13/21 ● Virtual Google Meet for training/preplanning 8:30 a.m. - 11:30 a.m. ● Post planning to finalize and post grades 8:30-11:30 a.m. .
Students	Operating Dates, 6/14/21 - 7/12/21, **Mon & Wed - 2 pm - 7 pm** **Tues & Thurs - 8 am - 1 pm**
Assistants if applicable	Operating Dates, 6/14/21-7/12/21, **Mon & Wed- 2 pm-7 pm** **Tues & Thurs- 8 am-1 pm**
Important Dates	No School or Teacher Contact on 7/5/21

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Student Registration

Eligibility
The secondary summer program is for 6th - 12th grade students who are seeking to recover one or fewer credits/courses for promotional purposes. Summer grade recovery or course retake will be provided using an online software program for 16 days, in a virtual learning setting, with instruction delivered virtually.

If more than 2 half credits are needed, students may retake a failed course through CVA. If a student needs an elective to be promoted or to graduate, the school can approve Clay Virtual as an option to obtain a second credit/course or an elective.

6th grade students who have failed one course must attend summer school. Students in 6th grade needing to retake a subject will be assigned to one of the virtual teachers. Elementary schools will provide parents with the information via a parent letter (see link to a sample letter in the notification section below).

Notification
The district will identify eligible students by June 8th. Schools will contact students who qualify via a parent letter and phone call in order to ensure their attendance. If the parent/guardian has a concern about whether or not their child has passed a particular class, the District encourages the parent/guardian to contact the school prior to the June 8th date. Sample parent letters are provided for: 6th graders, and junior high students.

Registration
Guidance counselors and school administrators will register students who earned a “D” or an “F” for summer school. Parents and students will be notified by email that they qualify for summer school.

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Curriculum & Instruction	
Time	Mon & Wed- 2 pm-7pm; Tues & Thurs-8 am-1 pm
Curriculum	Florida Standards
Instructional Methodologies	Individualized teacher facilitation, and independent practice
Materials	Edgenuity
Assessment	**Screening:** End of course grades **Progress Monitoring:** Online software program data and teacher-developed records **Outcome Measure:** End of course grades for summer school course work

Student Records

Initiating Summer School Records
Prior to the first day of the program, the district will notify each school with student registration information. The student's home school will report grades from the 2020-21 school year to the school of attendance for summer grade recovery.

Closing Out Summer School Records
The summer school teacher will report the student's end-of-course grades in a shared Google Doc for summer school coursework. Guidance counselors will sort the Google Doc to capture their school's students and input grades into Synergy/FOCUS.

6th Grade & Junior Budget and Finance

6th Grade & Junior High Credit Recovery- Fund 100 and Project 1131 - June 2021

- 100-5100128-cost center-1131-0000-000-0 for teachers
- 100-5100158-cost center-1131-0000-000-0 for assistants

6th Grade & Junior High Credit Recovery - Fund 100 and Project 1132 - July 2021

- 100-5100128-cost center-1132-0000-000-0 for teachers
- 100-5100158-cost center-1132-0000-000-0 for assistants

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6th Grade & Junior High Credit Recovery Forms

Click this link to make an editable copy of the
6th Grade Course Retake Letter

Click this link to make an editable copy of the
Junior High Course Retake Letter

High School Credit Recovery

District Contact

Treasure Pickett	904-336-6918	treasure.pickett@myoneclay.net

Location	Feeders	Meals	Cost
Program is Offered Virtually.	Students should register online. Students will be assigned to the appropriate class and teacher.	Meals not provided	Free

High School Credit Recovery Calendar	
Teachers	Teacher Planning, 6/10/21; 7/13/21 ● 6/10- Virtual Google Meeting for training, 8:30 a.m. - 11:30 a.m. ● 7/13- Final Planning day to finalize and post grades (8:30-11:30) Operating Dates, 6/14/21 - 7/12/21,Mon & Wed-2 pm-7 pm; Tues & Thurs - 8 am-1 pm.
Students	Operating Dates, 6/14/21 - 7/12/21, **Mon & Wed- 2 pm-7 pm; Tues & Thurs- 8am-1 pm.**
Assistants if applicable	Operating Dates, 6/14/21 - 7/12/21, **Mon & Wed- 2 pm-7 pm; Tues & Thurs- 8am-1 pm.**
Important Dates	No School/Teacher Contact on 7/5/21

Student Registration

Eligibility

The secondary summer program is for 6th-12th grade students who are seeking to recover one or fewer credits/courses for promotional purposes. Summer grade recovery or course retake will be provided using an online software program for 16 days, in a virtual learning setting, with instruction delivered virtually.

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Each course recovered through the online software program requires 16 summer school days to recover, therefore, if two courses need to be recovered, one of these courses will need to be taken via virtual offerings outside of the summer school day (CVA). If a student needs an elective to be promoted or to graduate, the school can approve Clay Virtual as an option to obtain a second credit/course or an elective.

Notification

The district will identify eligible students by June 8th. Schools will contact students who qualify via a parent letter and phone call in order to ensure their attendance. Sample parent letters are provided for high school students. Please edit the fields indicated to reflect the correct information for your school site.

Registration

Guidance counselors and school administrators will register students who earned a "D" or an "F" for summer school. Parents and students will be notified by email that they qualify for summer school.

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Curriculum & Instruction	
Time	Mon & Wed- 2 pm-7 pm; Tues & Thurs- 8 am-1 pm
Curriculum	Florida Standards
Instructional Methodologies	virtual individualized teacher facilitation, and independent practice
Materials	Online Software Program
Assessment	**Screening:** End of course grades **Progress Monitoring:** *Curriculum software* data and teacher-developed records **Outcome Measure:** End of course grades for summer school course work

Student Policies

Course Credit Options

Students needing may take one ½ credit or two ½ credits during the 16-day summer school session.

Student Code of Conduct

The "Student Code of Conduct" policies concerning appropriate technology usages are to be followed during all summer school offerings.

Student Records

Initiating Summer School Records
Prior to the first day of the program, the district will notify each school with student registration information. The teacher will be provided with student grades from the 2020-21 school year for each student.

Closing Out Summer School Records
The summer school teacher will report the end of course grades for summer school coursework, which will be reflected in the student's record.

High School Budget and Finance

High School – Credit Recovery - Fund 100 Function 5100 Project 1131 - June 2021

- 100-5100128-cost center-1131-0000-000-0 for teachers
- 100-5100158-cost center-1131-0000-000-0 for assistants

High School - Credit Recovery - Fund 100 Function 5100 Project 1132 - July 2021

- 100-5100128-cost center-1132-0000-000-0 for teachers
- 100-5100158-cost center-1132-0000-000-0 for assistants

High School Credit Recovery Forms

Click this link to make an editable copy of the
High School Credit Recovery Letter

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Algebra 1 Credit Recovery for ESE ONLY

District Contact

Renee' Kemp 904-336-6877 jacqueline.kemp@myoneclay.net

Location	Feeders	Meals	Cost
Clay High Fleming Island High Keystone Heights Jr./Sr. High Middleburg High Oakleaf High Orange Park High Ridgeview High	Entire school district.	Meals not provided	Free

Algebra 1 Credit Recovery for ESE Only	
Teachers	Report to assigned school for training/planning Thursday, 6/10/2021, 8:00 a.m.-11:00 a.m Virtual Training, Thursday, 6/10/202,8:00 a.m. - 9:00 a.m. Operating Dates, 6/10/2021 - 7/12/2021, 7:45 a.m.-11:45 a.m. (Monday - Thursday)
Students	Operating Dates, 6/14/2021 - 7/12/2021, 8:00 a.m. - 11:30 a.m. (Monday - Thursday)
Assistants if applicable	Operating Dates, 6/14/2021 - 7/12/2021, 8:00 a.m. - 11:30a.m. (Monday - Thursday)
Important Dates	No School on 7/5/2021

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Student Registration

Eligibility

ESE Only Algebra 1 Credit Recovery is available for students with disabilities who are seeking to recover Algebra 1 credit and/or did not successfully pass the Algebra 1 End-of-Course (EOC) Assessment.

Notification

The IEP team, including the parent, determines the need for extended school year services along with the location for services. Once it is determined that a student requires Algebra 1 Credit Recovery for ESE ONLY, the details of the program will be provided to the parent via the ESE teacher.

Registration
Registration will be completed in collaboration with IEP teams at school sites.

Curriculum & Instruction	
Time	8:00 a.m.-11:30 a.m.
Curriculum	Florida Standards
Instructional Methodologies	Direct Instruction provided through whole class, small group, independent practice as well as the use of collaborative online tools in real time
Materials	Textbooks & standards-based materials, online tools
Assessment	**Screening:** Most recent Algebra 1 EOC data **Progress Monitoring:** Formative Assessment data and teacher-developed records **Outcome Measure:** Algebra 1 EOC Retake data

Student Policies

Attendance
Students are encouraged to attend all days assigned to a course.

Student Code of Conduct
The “Student Code of Conduct” policies are to be followed during all summer school offerings.

Student Records

Initiating Summer School Records
The teacher will be notified of student needs based on each student’s IEP, Algebra 1 EOC scores, and student grades from the 2020-2021 school year.

Closing Out Summer School Records
The Support Facilitator will update the student’s goals and objectives in the IEP, and the summer school teacher will report end of course grades for summer school course work, which will be reflected in the student’s record.

Alg 1 ESE Budget and Finance

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High School – Algebra 1 Credit Recovery – for ESE ONLY - Func 5200 Project 1131 - June 2021

- 100-5200128-cost center-1131-0000-000-0 for teachers
- 100-5200158-cost center-1131-0000-000-0 for assistants

High School - Algebra 1 Credit Recovery - for ESE ONLY - Func 5200 Project 1132 - July 2021

- 100-5200128-cost center-1132-0000-000-0 for teachers
- 100-5200158-cost center-1132-0000-000-0 for assistants

Algebra 1 Credit Recovery for ESE ONLY Forms

Algebra 1 Credit Recovery for ESE Only Task Instructions

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Algebra 1 Boot Camp

District Contact

Treasure Pickett	904-336-6918	Treasure.pickett@myoneclay.net

Location	Feeders	Meals	Cost
Program will be offered face-to-face (if spring scores have not been released, this camp may not be applicable)	Students will register online	Meals not provided	Free

Algebra 1 Boot Camp Calendar	
Teachers	Teacher Planning, 7/13/21; 8:00-11:00. Operating Dates, 4 days- 7/14,15,19 & 20/21, 7:45 a.m. - 11:15 a.m.
Students	Operating Dates, 4 days- 7/14,15,19 & 21/21 , 8:00 a.m. - 11:00 a.m. **(Contact time with Teacher)**
Assistants if applicable	Operating Dates, 7/13/21 - 7/21/21, 8:00 a.m. - 11:00 a.m.
Important Dates	

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Student Registration

Eligibility

Students who did not successfully pass the Algebra 1 End-of-Course (EOC) Assessment will have the opportunity to attend Algebra 1 Boot Camp. In addition, students who wish to retake the EOC in order to achieve a higher score to improve their final grade (only a “D” or “F”) may do so.

Notification

Schools will contact all students who qualify via a parent letter and phone call. Sample parent letters are provided for junior high and high school students.

Registration

Once eligible students are invited, parents will complete the online registration, via the link below. School sites will assist parents with online registration if needed. If a parent does not have access to the internet, they can give verbal acknowledgement of attendance and the Data Secretary can enroll them. Registration Link: https://www.oneclay.net/algebra1

Curriculum & Instruction	
Time	8:00 a.m. - 11:00 a.m. Contact Time with Teacher
Curriculum	Florida Standards
Instructional Methodologies	face to face instruction
Materials	standards-based materials
Assessment	**Screening:** Most recent Algebra 1 EOC data **Progress Monitoring:** Formative Assessment data and teacher-developed records **Outcome Measure:** Algebra 1 EOC Retake data

Student Records

Initiating Summer School Records
Prior to the first day of the program, the district will notify each school with student registration information. The teacher will be provided with each student's Algebra 1 EOC scores and student grades from the 2020-21 school year.

Closing Out Summer School Records
The summer school teacher will report the end of course grades for summer school coursework, which will be reflected in the student's record.

Alg 1 Boot Camp Budget and Finance

High School – Algebra 1 Boot Camp Fund 100 Project 1131 - June 2021

- 100-5100128-cost center-1131-0000-000-0 for teachers
- 100-5100158-cost center-1131-0000-000-0 for assistants

High School - Algebra 1 Boot Camp Fund 100 Project 1132 - July 2021

- 100-5100128-cost center-1132-0000-000-0 for teachers
- 100-5100158-cost center-1132-0000-000-0 for assistants

DRAFT

Algebra 1 Boot Camp Forms

Junior High Algebra 1 Boot Camp Letter

High School Algebra 1 Boot Camp Letter

Registration Link: https://www.oneclay.net/algebra1

DRAFT

11th- 12th Grade ESOL Summer Language Program

District Contact

Renee Hatcher 904-336-6962 renee.hatcher@myoneclay.net

Location	Feeders	Meals	Cost
Program Offered Virtually	Entire school district	Meals not provided	Free

11th - 12th Grade ESOL Summer Reading Program	
Teachers	Virtual Teacher Planning , 6/10/2021, 8:00 a.m. - 12:00 p.m. Operating Dates, 6/14/2021 - 6/24/2021, 7:45 a.m. - 12:15 p.m. (Monday - Thursday)
Students	Operating Dates, 6/14/2021 - 6/24/2021 (Teacher Contact Times) 8:00am - 12:00pm
Important Dates	

DRAFT

Student Registration

Eligibility

The ESOL Summer Reading Program is a language program that offers currently enrolled ESOL students entering 11th or 12th grade, or exiting 12th graders who will earn a certificate of completion in 2021, the opportunity to enhance their English Language proficiency in an effort to pass the required assessments to earn a high school diploma. English Language Learners (ELLs) who are new arrivals, non-English speakers, or have not passed the ACT or SAT will be eligible to attend.

Notification

Schools will provide eligible students with an informational flyer to apply for the program. Guidance Counselors will ensure that eligible ELL students receive the information. Should a parent need translation assistance, they can contact the district ESOL office, or Google Translate can be used as a translation tool for words and phrases.

Registration
School sites will assist parents with registration if needed.
Registration Link: https://www.oneclay.net/esol

Curriculum & Instruction	
Time	8:00 a.m. - 12:00 p.m. Contact Time with Teacher
Curriculum	Florida Standards
Instructional Methodologies	Virtual independent practice with a focus on academic vocabulary, rigorous text, technical writing, and testing strategies
Materials	ACT preparation materials
Assessment	**Screening:** Most recent ELA FSA data, ACT data, or SAT data **Progress Monitoring:** Formative assessments and teacher-developed records **Outcome Measure:** ELA FSA Retake data, ACT data, or SAT data

DRAFT

Student Records

Initiating Summer School Records
Prior to the first day of the program, the district will notify each school with student registration information. The teacher will be provided with each student's most recent FSA ELA, ACT and/or SAT scores and student grades from the 2020-21 school year.

Closing Out Summer School Records
The summer school teacher will report the end of course grades for summer school coursework, which will be reflected in the student's record.

ESOL Budget and Finance

11th-12th Grade ESOL Summer Reading - Fund 100 and Project 1131 - June 2021

- 100-5100128-cost center-1131-0000-000-0 for teachers
- 100-5100158-cost center-1131-0000-000-0 for assistants

11th-12th Grade ESOL Summer Reading - Fund 100 and Project 1132 - July 2021

- 100-5100128-cost center-1132-0000-000-0 for teachers
- 100-5100158-cost center-1132-0000-000-0 for assistants

11th- 12th Grade ESOL Summer Language Program Forms

ESOL Informational Flyer (English)
ESOL Informational Flyer (Espanol)
ESOL Informational Flyer (Haitian Creole)

DRAFT

ESE Extended School Year

District Contact		
Renee' Kemp	904-336-6877	jacqueline.kemp@myoneclay.net

Locations*	Feeders	Meals	Cost
Keystone Heights Elem. Ridgeview High School Middleburg High	Entire school district	Meals not provided	Free

ESE Extended School Year Calendar*	
Teachers & Nurses	• Planning Day, 6/10//2021, 7:30 a.m. - 12:30 p.m., report to assigned school • Ridgeview High School & BLC Operating Dates, 6/14/2021 - 7/14/2021 Monday/Wednesday 7:30 a.m. - 12:00 p.m. (Does Not Include Lunch) • Keystone Heights Jr./Sr. High School & Middleburg High School Operating Dates, 6/15/2021 - 7/15/2021 Tuesday/Thursday 7:30 a.m. - 12:00 p.m. (Does Not Include Lunch) • Direct Instruction provided through whole class, small group, independent practice as well as the use of collaborative online tools in real time
Students	• Ridgeview High School & BLC Operating Dates, 6/14/2021 - 7/14/2021 Monday/Wednesday 7:30 a.m. - 12:00 p.m. (includes a 15 minute break) • Keystone Heights Jr./Sr. High School & Middleburg High School Operating Dates, 6/15/2021 - 7/15/2021 Tuesday/Thursday 7:30 a.m. - 12:00 p.m. (includes a 15 minute break) • Direct Instruction provided through whole class, small group, independent practice as well as the use of collaborative online tools in real time
Assistants	• Ridgeview High School & BLC Operating Dates, 6/14/2021 - 7/14/2021 Monday/Wednesday 7:30 a.m. - 12:00 p.m. (Does Not Include Lunch) • Keystone Heights Jr./Sr. High School & Middleburg High School Operating Dates, 6/15/2021 - 7/15/2021 Tuesday/Thursday 7:30 a.m. - 12:00 p.m. (Does Not Include Lunch)
Important Dates	• No School Monday, July 5, 2021 - Thursday, July 8, 2021

*The ESY calendar is a general framework for services; The IEP team makes the decision regarding ESY services necessary for the provision of FAPE.

DRAFT

Student Registration

Extended school year services are available to provide a Free Appropriate Public Education (FAPE) for students with disabilities and must be considered by the IEP team as part of the provision of a free appropriate public education. The IEP team determines the need for ESY services and location of those services. It is important that IEP teams consider a variety of criteria or factors when determining whether ESY services are necessary in order to ensure the provision of FAPE. The necessity for ESY services and/or the duration of those services cannot be limited based on the type or the degree of disability. ESY services must be addressed at least annually for each student with a disability. ESY is NOT any of the following: summer school, child care, respite care, intended to maximize educational opportunity or potential growth, a longer school day, one-size-fits-all, or provided based on specific areas of disability, level of service, or type of classroom placement.

Criteria that the IEP team can use to determine whether a student requires ESY services may include but not be limited to:

- **Regression/Recoupment** - Will the student regress substantially in a critical life skill related to his or her IEP goals if ESY services are not provided?
- **Critical Point of Instruction** - Is the student at a crucial stage in mastering a critical life skill, when a lapse in services would substantially harm the child's chances of learning that skill?
- **Nature/Severity of Disability** - Is the nature or severity of the student's disability such that the student will not receive a reasonable level of benefit from his or her educational program during the regular school year if ESY services are not provided?
- **Special Circumstances** (e.g., transition from school to work) - Are there extenuating circumstances that make it unlikely that the student will receive FAPE without ESY services?

If a student is determined to need ESY, the IEP team must also consider the type of services needed. Some options for services may include direct instruction; take-home instructional materials; itinerant teacher services, tutorials; services contracted through community or outside agencies; consultation.

Notification

The IEP team, including the parent, determines the need for extended school year services. Once it is determined that a student requires extended school year services, the details of the program will be provided to the parent via the ESE teacher. ESE teachers will refer to the ESY Task Instructions to provide notification and register students for ESY Services. The ESY Task Instructions and ESY Calendar and Framework for services can be located in the ESY Forms section of this manual.

Registration

Registration will be completed in collaboration with IEP teams at school sites.

Location

DRAFT

Students who require services through ESY programs will be served virtually based on their needs. Please refer to the ESY Virtual summer calendar for a general framework of services.

Student Policies

Attendance
Students are encouraged to attend each day of the program.

Student Code of Conduct
The “Student Code of Conduct” policies are to be followed during all summer school offerings.

Student Records

Initiating Summer School Records
The ESY teacher will be notified of student needs based on each student’s IEP.

Closing Out Summer School Records
The ESE Teacher will update the student’s goals and objectives on the IEP, and complete the Summary of Progress document, which can be found in the ESY Task Instructions.

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ESE Budget and Finance

ESE Summer School/Extended School Year – Fund 100 Function 5200 Project 1131 - June 2021

- ESE Summer Teachers 100-5200128-cost center-1131-0000-000-0
- ESE Summer PTs, OTs 100-5200138-cost center-1131-0000-000-0
- ESE Summer Assistants 100-5200158-cost center-1131-0000-000-0
- ESE Summer BRT/BLC 100-5200128-cost center-1131-0000-000-0
- ESE Summer Nurses 100-6100168-cost center-1131-0000-000-0

ESE Summer School/Extended School Year - Fund 100 Function 5200 Project 1132 - July 2021

- ESE Summer Teachers 100-5200128-cost center-1132-0000-000-0

- ESE Summer PTs, OTs 100-5200138-cost center-1132-0000-000-0
- ESE Summer Assistants 100-5200158-cost center-1132-0000-000-0
- ESE Summer BRT/BLC 100-5200128-cost center-1132-0000-000-0
- ESE Summer Nurses 100-6100168-cost center-1132-0000-000-0

ESE Extended School Year Forms

Extended School Year Calendar (ESY) 2021

2021 Extended School Year Task Instructions and Forms

DRAFT

Instructional and Support Application & Hiring

Instructional

The following are the instructional qualifications for summer school:

ARTICLE XIV
PROFESSIONAL QUALIFICATIONS AND ASSIGNMENTS

C. All instructional employment in summer school shall be filled according to the following criteria:

1. All teachers who apply shall apply for summer school classroom positions which are open at centers affecting their school. Requests to teach summer school shall be presented to the district Human Resources Division.

2. a. Only teachers under contract in the county for the year preceding or for the next year will be considered for summer school employment.
   b. No teacher receiving an unsatisfactory evaluation during the regular school year will be eligible for summer school employment.

3. Assignments to such positions in each summer school center shall be made according

to the following ranked criteria:

a. Proper certification and qualifications are held by the employee.
b. Employee has taught one (1) year in the subject applied for within the past three (3) years or is assigned to teach the subject for the next school year.
c. Uninterrupted seniority in the district.

4. During the first three days of summer school, the following ranked criteria shall be used should there be a need to reduce the number of teachers in a specific subject area within the school, or, for exceptional education teachers on a district-wide basis:

a. Teachers who do not hold proper certification or qualifications.
b. Teachers who have not taught one (1) year in the subject within the past three (3) years or is not assigned to teach the subject for the next school year.
c. Teachers with least uninterrupted district seniority.

5. Summer school teachers shall not be required to teach less than two (2) hours per day.

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NOTES:

- Positions are based on open enrollment. Once positions are determined, the positions will be subject to minimum required enrollment.

- If a teacher needs to be absent, Principals should work with their faculty and attempt to find a substitute. The absent teacher will not receive pay for the hours missed and the teacher who took their place can be paid.

- If a program has additional requirements, these requirements will be listed with the position posting.

ADDITIONAL REQUIREMENTS FOR VPK:

- Under course code number 5100590 VPK Summer Program, VPK summer school instructional personnel must hold a valid Florida certificate with a bachelor degree or higher in one of the following: Early Childhood Education, Pre-Kindergarten or Primary Education, Preschool Education, Family and Consumer Science Education, Elementary Education.

- It is **required** that instructional personnel receive the following training: Implementing the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten (VFSP), Emergent Literacy for VPK Instructors (VPK), and How to Administer the Florida VPK Assessment (HTVA). The training **must be completed prior** to the determined summer school VPK placements: Training and Registry Login.

- Job sharing will be allowed for the Summer Pre-Kindergarten Program as long as both teachers and the administrator agree to work a Summer A (June 7, 2021 – July 2, 2021) and

Summer B (July 5, 2021 – July 30, 2021) prior to the first day of the program.

ADDITIONAL REQUIREMENTS FOR SUMMER READING CAMP

- Summer Reading Camp teachers must be either Reading Endorsed or Reading Certified and rated highly effective.

SUPPORT

Placement of support personnel in summer school positions when allocated shall be made in the best interest of the student in accordance with the IEP, current job title, consideration of the mix of the exceptionalities in the summer school setting, employee's familiarity with the specific group of students, ESE experience and training, and all else being equal, seniority. The primary consideration shall be the goal of providing optimal staffing for students within the summer school center.

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Summer Programs Calendar 2021

	Voluntary Pre-K Summer Program (37 days)	**2nd & 3rd Grade Summer Reading Camp** (22 Days)	**6th Grade & Jr. HIgh Credit Recovery Standard diploma, including ESE & self-contained ESE students** (16 Days)	**High School Credit Recovery (Delivered via Computer) Standard diploma, including ESE & self-contained ESE** (16 Days)	**Algebra I Credit Recovery ESE Only** (16 Days)	**Algebra I - Boot Camp Standard diploma, including ESE & self-contained ESE students** (4 Days)	**11th-12th ESOL Summer Language Program ELLs - new arrivals and non-English speakers** (8 days)
Location	Fleming Island Elementary School	Grove Park Elementary Keystone Heights Elem. Charles E. Bennett Wilkinson Elementary Doctors Inlet Elem.	Virtually- Monday -Thursday	Virtually- Monday -Thursday	Students will report to their zoned school.	Students will report to their zoned high school. Junior high TBD.	Virtually: Monday - Thursday
First Day Teachers	Monday 6/7/2021 Report to assigned school 8:00 a.m.-11a.m. Training at school with Bianca Montoro 9:00-10:00 a.m.	Monday 6/14/2021 Training at PDC in GCS with Bianca Montoro 7:30 a.m. -11:30 a.m. Planning at Assigned School 12:00-1:00 p.m.	Thursday 6/10/2021 Training/Planning virtually with Heather Sieger from 8:30-11:30.	Thursday 6/10/2021 Training/Planning virtually with Heather Sieger from 8:30-11:30	Thursday 6/10/2021 Virtual Training 8:00 a.m. - 9:00 a.m. Report to assigned school for training/ planning 8:00 a.m.-11:00 a.m.	Tuesday 7/13/2021 Report to assigned school for planning 12:00-3:00.	Thursday 6/10/2021 Planning Virtually 8:00 a.m.-12:00 p.m.
First Day Students & Assistants	Tuesday 6/8/21	Tuesday 6/15/21	All subjects 6/14/21	All subjects 6/14/21	Monday 6/14/2021	Wednesday 7/14/2021	Monday 6/14/2021
Last Day Students & Staff	Tuesday 7/30/21	Wednesday 7/22/21 For Teachers: 7/22/21	Students Monday, 7/12/21 Teachers Tuesday, 7/13/2021- 8 am-11 am	Students Monday, 7/12/2021 Teachers Tuesday, 7/13/2021- 8:30 am-11:30 am	Wednesday 7/12/2021	Tuesday 7/20/2021	Thursday 6/24/2021
Student Hours	Monday-Friday 7:30 a.m. -3:45 p.m.	Monday - Thursday 8:00 a.m-1:00 p.m.	Monday - 2 pm-7 pm Tuesday- 8 am-1 pm Wednesday-2 pm-7 pm Thursday-8 am-1 pm	Monday- 2 pm-7 pm Tuesday- 8 am-1 pm Wednesday-2 pm-7 pm Thursday-8 am-1 pm	Monday - Thursday 8:00 a.m. – 11:30 a.m.	8:00 a.m. – 11:00 a.m.	Monday - Thursday 8:00 a.m.-12:00 p.m.
Teacher Hours	Monday - Friday 7:00 a.m.-3:45 p.m.	Monday – Thursday 7:30 a.m-1:00 p.m. 4 day week Except Thursday, 7/22: 7:30-3:30 p.m.	Monday- 2pm-7 pm Tuesday- 8 am-1pm Wednesday- 2 pm-7 pm Thursday- 8 am-1 pm	Monday-2 pm-7 pm Tuesday -8 am-1 pm Wednesday- 2 pm-7 pm Thursday- 8 am-1 pm	7:45 a.m. - 11:45 a.m. Monday – Thursday 4 Day Week	7:45 a.m. - 11:15 a.m.	Monday – Thursday 7:45 am - 12:15pm 4 -Day Week
Important Dates:	No school on 7/2 and 7/5	No school on -7/5	No school on 7/5 Summer EOC's: July 12-24. Information on Individual EOC dates will be distributed prior to the end of school				

ESY - Refer to separate calendar for information regarding ESY

* The District will provide the Summer Reading Camp to second grade students who demonstrate a substantial reading deficiency as determined by district assessments. The district will provide the Summer Reading Camp to third grade students who score Level 1, at-risk of retention and/or demonstrate a substantial reading deficiency as determined by district assessments (1008.25(7)(a)2., F.S.)

DRAFT

April 1, 2021 - Regular School Board Meeting

Title

C12 - Proclamation #21-13 to Establish April, 2021 as School Library Media Month in Clay

Description

Each year, citizens of Clay County take time to recognize the programs, services, and resources provided by school libraries. This celebratory month provides opportunities across the county to highlight school library contributions to education. School library programs prepare students for lifelong learning, make a measurable difference in student academic achievement and enhance their reading enjoyment. Additionally, School Library Month coincides with National Library Week, which highlights the resources and contributions of all types of libraries.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

N/A

Strategic Plan Goal

N/A

Recommendation

That the Clay County School Board establish the month of April 2021 as School Library Media Month in Clay County.

Contact

Roger Dailey, Chief Academic Officer, 904.336.6904, roger.dailey@myoneclay.net

Financial Impact

None

Review Comments

Attachments

Proclamation-April-2021-School-Library-Media-Month.pdf

DRAFT

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

PROCLAMATION # 21- 13

WHEREAS, *school library programs promote literacy and the enjoyment of reading, and are an important asset in the education of Florida's youth;* and

WHEREAS, *school library programs significantly contribute to student achievement by providing instructional support resources and services;* and

WHEREAS, *school libraries provide access to information in a variety of formats within the school, as well as digital resources outside of the school;* and

WHEREAS, *learning to become effective users of information and ideas is essential as Florida's youth prepare for their futures;* and

WHEREAS, *promoting competencies in using new and emerging technologies is an integral part of school library programs*; and

WHEREAS, *school librarians are instructional partners and consultants in the teaching and learning process.*

NOW, THEREFORE, BE IT RESOLVED, that the School Board of Clay County, Florida, does hereby extend greetings and best wishes to all observing April 2021 as School Library Month in Clay County.

Duly adopted **and approved by the School Board of Clay County, Florida, this 1st day of April, 2021.**

ATTEST:

_____
David S. Broskie
Superintendent of Schools
Clay County, Florida

_____
Mary Bolla, School Board Chair

DRAFT

April 1, 2021 - Regular School Board Meeting

Title

C13 - Proclamation # 21-14 National School Nurse Week

Description

The National School Nurse Week has been established to foster a better understanding of the role of school nurses in the educational setting. This year's National School Nurse Week, May 6-12, 2021, will recognize the vital role that school nurses have played in improving the health and wellbeing of our county's children through this Resolution.

Gap Analysis

This Resolution will promote the School Board of Clay County's goal of providing a safe environment for students.

Previous Outcomes

Proclaimation #20-12; National School Nurse Day, May 6-12, 2021 approved.

Expected Outcomes

The citizens of Clay County will recognize National School Nurses Week as a time to identify and honor the dedicated employees of Student Health Services.

Strategic Plan Goal

N/A

Recommendation

Approve the Resolution #21-14 endorsing National School Nurse Week.

Contact

Laura Fogarty, Director of Climate & Culture

Kristin Riebe, Coordinator of Nursing Services

Financial Impact

N/A

Review Comments

Attachments

Nurses Week Proclamation 20-21.pdf

DRAFT

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

PROCLAMATION # 21-14

NATIONAL SCHOOL NURSE WEEK
May 6-12, 2021

WHEREAS, providing a safe environment for students is the primary goal of Clay County District Schools; and

WHEREAS, the Clay County District Schools recognize that healthcare professionals strengthen and facilitate the educational process by improving and protecting the health status of our students; and

WHEREAS, the Clay County District Schools recognize that our nation's children face an increasing number of chronic and severe health problems from diabetes to asthma, seizures, obesity, and depression, as well as other mental and physical health problems. Frequently, the only attention a child receives is through the school clinic; and

WHEREAS, the Clay County District Schools recognize that health care professional support a large number of students by intervening with actual and potential health problems; collaborating with others to build student and family capacity for adaptation, self-management, self-advocacy, and learning; and

WHEREAS, these activities promoting the health and safety of students are important to the citizens of Clay County and others throughout the nation.

NOW, THEREFORE, BE IT RESOLVED, that the School Board of Clay County, Florida, does hereby proclaim May 12, 2021 as National School Nurse Day.

Duly adopted **and approved by the School Board of Clay County, Florida, this 1st day of April, 2021.**

ATTEST:

David S. Broskie
Superintendent of Schools
Clay County, Florida

Mary Bolla, School Board Chair

DRAFT

April 1, 2021 - Regular School Board Meeting

Title

C14 - Proclamation # 21-15: Month of the Military Child, Purple Up Day April 15, 2021

Description

Proclamation of Month of the Military Child, Purple Up Day: April 15, 2021.
Month of the Military Child is sponsored by the Department of Defense Military Community and Family Policy and supported by many other organizations such as the Department of Defense Education Activity (DoDEA). Purple UP! for Military Kids is a day for DoDEA communities to wear purple and show support to thank military childen for their strength and sacrifices. Purple indicates that all branches of the military are support. Air Force blue, Army green, Navy blue, Marine red, and Coast Guard blue are all thought to combine together as a single color: purple. Purple UP! day is recognized world wide across military installations on April 15th.

Gap Analysis

Military connected students represent 12% of our overall student population, and this event gives us the opportunity to recognize their service to the country.

Previous Outcomes

N/A

Expected Outcomes

The citizens of Clay County will show appreciation and further support students and families who serve or who have served in all branches of the military.

Strategic Plan Goal

Goal 3: Establish a respectful climate and culture that provides equity and access to all.
Strategy: Implement mental health/SEL messaging

Recommendation

That the Clay County School Board approve the proclamation.

Contact

Laura Fogarty, laura.fogarty@myoneclay.net, and Kristi Gomez, kristi.gomez@myoneclay.net

Financial Impact

Review Comments

Attachments

- Proclamation #21-15 Month of the Military Child.pdf

DRAFT

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

PROCLAMATION #21-15

WHEREAS, *April is designated as the Month of the Military Child by the Department of Defense and the military community as a special time to recognize and pay tribute to military families and their dependent children for the their commitment, courage, and support of our Armed Forces*; and

WHEREAS, *twelve percent of the student population in Clay County District Schools is military-connected and because these students are a source of great pride to our district, it is rightful to take time to recognize their contributions to school, community and country;* and

WHEREAS, *we would like to let our men and women in uniform know that while they are taking care of us, we are taking care of their children; and*

WHEREAS, *Air Force blue, Army green, Marine red, Navy blue, and Coast Guard blue are all thought to combine as a single color, purple*;

NOW, THEREFORE, BE IT RESOLVED, *that the School Board of Clay County, Florida, does hereby honor the sacrifices made by military families in Clay County, especially the dependent children of military members in service to their country, and extend our gratitude and well wishes for all by declaring April as Month of the Military Child and celebrating Thursday, April 15, 2021, as Purple Up! For Military Kids Day.*

Duly adopted **and approved by the School Board of Clay County, Florida, this 1st day of April, 2021.**

ATTEST:

_____
David S. Broskie
Superintendent of Schools
Clay County, Florida

_____
Mary Bolla, School Board Chair

DRAFT

April 1, 2021 - Regular School Board Meeting

Title

C15 - Proposed Allocation Changes for 2020-2021

Description

Staff allocation documents clarify how each school, district, department, and division is staffed for the 2020-2021 school year. The School Board is required to take action on all staff allocation changes.

Gap Analysis

These allocations are required to ensure the adequate staffing of the district and schools.

Previous Outcomes

The district and schools are adequately staffed.

Expected Outcomes

Staffing will be sufficient to meet the needs of the various schools and district departments.

Strategic Plan Goal

The district ensures fiscal responsibility and equitable distribution of resources.

Recommendation

Approve the staff allocation plan as submitted.

Contact

Dr. Susan Legutko, Assistant Superintendent for Business Affairs, (904) 336-6722, susan.legutko@myoneclay.net

Financial Impact

To be determined.

Review Comments

Attachments

DRAFT

April 1, 2021 - Regular School Board Meeting

Title

C16 - Proposed Allocation Changes for 2021-2022

Description

Staff allocation documents clarify how each school, district, department, and division is staffed for the 2021-2022 school year. The School Board is required to take action on all staff allocation changes.

Gap Analysis

These allocations are required to ensure the adequate staffing of the district and schools.

Previous Outcomes

The district and schools are adequately staffed.

Expected Outcomes

Staffing will be sufficient to meet the needs of the various schools and district departments.

Strategic Plan Goal

The district ensures fiscal responsibility and equitable distribution of resources.

Recommendation

Approve the staff allocation plan as submitted.

Contact

Dr. Susan Legutko, Assistant Superintendent for Business Affairs, (904) 336-6722, susan.legutko@myoneclay.net

Financial Impact

To be determined.

Review Comments

Attachments

DRAFT

April 1, 2021 - Regular School Board Meeting

Title

C17 - Monthly Financial Reports for February, 2021

Description

The Monthly Financial Reports, in accordance with SBE Rule 6A-1.008, are submitted for the use and consideration of the Board for the month ending February 28, 2021.

Gap Analysis

The Monthly Financial Reports show compliance to the district's amended budget as of the month end reported and meet State and School Board financial reporting requirements.

Previous Outcomes

It has been a past (normal) practice to provide Monthly Financial Reports, in accordance with SBE Rule 6A-1.008.

Expected Outcomes

The Monthly Financial Reports are provided to meet the stewardship responsibilities of the district for reporting and accountability of the district's finances.

Strategic Plan Goal

Goal 2: Strategy 2.4: Ensure effective and efficient use of resources for fiscal stability.

Recommendation

That the Clay County School Board accept for use and consideration the Superintendent's Monthly Financial Reports for February, 2021.

Contact

Dr. Susan M. Legutko, Assistant Superintendent of Business Affairs, (904) 336-6721, susan.legutko@myoneclay.net

Financial Impact

The Monthly Financial Reports reflect the year-to-date results of operations.

Review Comments

Attachments

- February 2021 Board Monthly Financial Report.pdf
- February 2021 Board Monthly Property Report.pdf

DRAFT

CLAY COUNTY SCHOOL BOARD
SUMMARY OF CASH INVESTMENTS
07/01/2020 thru 02/28/2021

	CASH BALANCE	INVESTMENT AMOUNT	TYPE	GRAND TOTAL
General Fund(3)	3,406,865.18	69,543,676.55	(1) & (4) SBA/OTH	72,950,541.73
Debt Services(5)	0.00	505,645.70	SBA/OTH	505,645.70
Capital Projects	0.00	43,961,524.27	SBA/OTH	43,961,524.27
Special Rev. - Other	0.00	6,615,932.25	SBA	6,615,932.25
Spec. Rev - Food Service	5,807,079.34	686,224.00	SBA	6,493,303.34
Self Insurance	0.00	5,575,652.44	SBA	5,575,652.44
GRAND TOTAL	**9,213,944.52**	**126,888,655.21**		**136,102,599.73**

NOTES:

1. The rate of interest earned on investments with the State Board of Administration during the month of February, 2021 was 0.15%.

2. For comparison purposes with the General Fund Statement of Revenue, we have completed 66.67% of the fiscal year. All other percentages are only a comparison of cash collections or expenditures to budgeted revenue or appropriations.

3. On the Summary of Cash & Investments, the figure reported for General Fund Investments includes $1,374,957.69 invested for School Internal Accounts.

4. The rate of interest earned on investments with the Florida Education Investment Trust Fund (FEITF) during the month of February, 2021 was 0.10%.

5. Trustee Accounts - Amounts placed with SBA by the Florida Department of Education for investment of debt service moneys.

DRAFT

CLAY COUNTY SCHOOL BOARD
GENERAL FUNDS
STATEMENT OF REVENUE
07/01/2020 thru 02/28/2021

		Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Federal Direct	Federal Impact Aid	3121	550,000.00	550,000.00	445,468.84	80.99%
	R O T C	3191	350,000.00	350,000.00	203,033.07	58.01%
Federal Direct - Total			**900,000.00**	**900,000.00**	**648,501.91**	
Fed thru Local and State	Medicaid	3202	1,200,000.00	1,200,000.00	1,041,216.13	86.77%
	Federal Through Local Revenue	3280	296,254.25	312,181.00	182,106.06	58.33%
Fed thru Local and State - Total			**1,496,254.25**	**1,512,181.00**	**1,223,322.19**	
State Sources	Florida Educ Finance Program	3310	199,616,067.00	199,616,067.00	131,649,175.00	65.95%
	Workforce Development	3315	495,645.00	495,645.00	330,432.00	66.67%
	CO&DS Withheld/Admin Expense	3323	22,000.00	22,000.00	0.00	0.00%
	State License Tax	3343	20,000.00	20,000.00	24,540.42	122.70%
	Class Size Reduction	3355	41,608,810.00	41,608,810.00	27,739,208.00	66.67%
	Voluntary Pre-K High Schools	3370	80,000.00	80,000.00	47,134.56	58.92%
	Voluntary Pre-K	3371	597,400.00	673,012.00	562,589.45	83.59%
	Miscellaneous State Revenue	3390	900,254.00	1,067,797.50	279,540.91	26.18%
State Sources - Total			**243,340,176.00**	**243,583,331.50**	**160,632,620.34**	
Local Sources	District School Taxes	3411	57,245,718.00	57,063,187.00	52,330,183.27	91.71%
	Prior Year Coll School Taxes	3419	30,000.00	30,000.00	0.00	0.00%
	Tax Redemptions	3421	750,000.00	750,000.00	0.00	0.00%
	Rent	3425	250,000.00	250,000.00	111,237.17	44.49%
	Interest Incl Profit On Invest	3430	800,000.00	800,000.00	67,233.56	8.40%
	Gifts Grants & Bequests	3440	57,832.96	138,208.55	96,647.55	69.93%
	Adult Gen Educ Course Fee-Ged	3461	35,000.00	35,000.00	15,996.00	45.70%
	Postsecondary Voc Course Fees	3462	9,800.00	17,526.24	3,982.95	22.73%
	Lifelong Learning Fees	3466	3,000.00	3,000.00		0.00%
	Other Student Fees	3469	0.00	10,800.13	10,800.13	100.00%
	Preschool Program Fees	3471	340,000.00	340,000.00	172,650.98	50.78%
	Other Schl Class Fees	3479	0.00	11,500.00	12,500.00	108.70%
	Miscellaneous Local Sources	3490	1,244,829.39	1,250,147.14	908,209.85	72.65%
	Receipt Of Fed Indirect Cost	3494	400,000.00	400,000.00	229,637.58	57.41%
	Other Misc Local Sources	3495	50,000.00	50,000.00	143,856.71	287.71%
	Refund Of Prior Year's Expense	3497	5,000.00	5,000.00	2,413.94	48.28%
	Lost Damaged &Sale Of Textbooks	3498	3,000.00	3,000.00	826.39	27.55%
	Receipt Of Food Serv Ind Cost	3499	400,000.00	400,000.00	139,716.55	34.93%
Local Sources - Total			**61,624,180.35**	**61,557,369.06**	**54,245,892.63**	
Transfers	Transfer From Capital Projects	3630	4,100,753.00	4,873,774.00	2,004,473.66	41.13%
Transfers - Total			**4,100,753.00**	**4,873,774.00**	**2,004,473.66**	
OFS	Sale Of Equipment	3733	0.00	50,000.00	81,667.04	163.33%
Other Financing Sources - Total			**0.00**	**50,000.00**	**81,667.04**	
Revenues - Total			**311,461,363.60**	**312,476,655.56**	**218,836,477.77**	**70.03%**
Fund Balance	Restricted Fund Balance	2720	0.00	0.00	0.00	0.00%
	Fund Balance 7-1-2020	2750	34,141,682.03	34,141,682.03	34,141,682.03	100.00%
Fund Balance - Total			**34,141,682.03**	**34,141,682.03**	**34,141,682.03**	
Grand Total			**345,603,045.63**	**346,618,337.59**	**252,978,159.80**	**72.98%**

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CLAY COUNTY SCHOOL BOARD
GENERAL FUNDS
STATEMENT OF EXPENDITURES AND TRANSFERS
07/01/2020 thru 02/28/2021

Expense	Acct#	Original Budget	Amended Budget	Salaries	Emp Benefits	Purch Services	Energy Services	Mat Supplies	Cap Outlay	Other Misc	Totals	% OF Budget
Basic FEFP K-12	5100	154,803,747.39	156,592,626.90	50,911,025.94	16,502,390.68	11,868,799.13	239.45	3,103,924.97	413,336.02	483,253.35	83,282,969.54	53.18%
Exceptional Education	5200	48,396,941.25	48,750,824.55	18,902,881.05	6,499,052.46	1,667,738.33	669.00	281,425.10	83,522.68	26,088.89	27,461,377.51	56.33%
Career Technical Education	5300	10,167,302.06	10,226,231.02	3,256,167.47	1,072,719.93	403,298.54	1,658.38	212,731.03	195,200.81	24,069.20	5,165,845.36	50.52%
Adult General	5400	430,762.20	468,361.06	80,418.51	23,005.27	14,307.29	0.00	4,092.30	2,019.66	14,061.79	137,904.82	29.44%
Voluntary Pre K	5500	977,696.77	986,890.74	389,821.33	139,699.74	17,635.02	0.00	6,499.17	1,097.22	0.00	554,752.48	56.21%
Other Instruction	5900	85,467.79	84,467.79	643,147.00	102,719.01	0.00	0.00	0.00	0.00	0.00	745,866.01	883.02%
Student Support Services	6100	16,974,635.40	17,051,442.89	7,327,912.21	2,192,942.98	289,384.75	787.00	55,700.72	11,994.13	13,098.44	9,891,820.23	58.01%
Instructional Media Services	6200	4,594,278.63	4,607,269.25	1,685,349.65	556,963.36	178,785.40	0.00	32,116.69	172,774.18	1,575.00	2,627,564.28	57.03%
Curriculum Development	6300	4,358,803.11	4,338,511.23	1,947,112.08	563,002.40	92,401.41	87.00	9,188.81	23,555.77	1,272.40	2,636,619.87	60.77%
Inst Staff Training Services	6400	2,874,802.99	2,938,763.71	1,035,425.43	296,817.76	124,566.45	0.00	10,050.11	54.27	20,226.00	1,487,140.02	50.60%
Instruction Related Technology	6500	4,656,815.34	5,033,087.60	1,576,096.57	448,267.45	1,292,425.34	0.00	42,180.83	341,349.91	0.00	3,700,320.1	73.52%
Board	7100	995,878.54	995,878.54	257,286.94	191,881.05	195,100.99	0.00	959.91	0.00	31,054.41	676,283.3	67.91%
General Administration	7200	511,432.94	516,048.24	186,911.53	82,611.90	16,111.50	51.00	(2,079.40)	0.00	16,155.00	299,761.53	58.09%
School Administration	7300	16,314,043.79	16,314,586.97	8,319,227.92	2,420,969.01	22,184.95	0.00	34,033.59	27,616.05	18,138.75	10,842,170.27	66.46%
Facilities Acquisition and Construction	7400	2,588,377.53	4,306,201.32	372,486.47	98,042.64	155,761.37	989.00	5,850.73	621,457.89	516,578.00	1,771,166.1	41.13%
Fiscal Services	7500	1,599,367.86	1,598,118.36	637,869.28	165,697.02	1,737.74	0.00	3,958.37	1,790.67	3,405.09	814,458.17	50.96%
Food Services	7600	120,345.48	120,345.48	63,742.20	17,428.32	0.00	0.00	0.00	0.00	0.00	81,170.52	67.45%
Central Services	7700	3,967,415.97	3,959,681.86	1,443,329.53	439,137.06	106,082.34	2,466.02	26,508.65	202,691.90	27,511.82	2,247,727.32	56.77%
Pupil Transportation Services	7800	12,699,772.09	12,698,321.09	4,406,175.48	1,446,706.28	242,319.95	454,812.21	252,892.71	54,396.23	82,201.95	6,939,504.81	54.65%
Operation of Plant	7900	26,264,131.58	25,879,726.45	3,955,768.18	1,464,132.83	4,250,210.63	3,875,744.22	423,276.91	176,100.80	83.21	14,145,316.78	54.66%
Maintenance Of Plant	8100	5,933,071.56	6,068,592.99	1,897,181.45	633,614.28	504,872.05	50,748.15	654,474.35	114,625.33	9,015.20	3,864,530.81	63.68%
Administrative Technology Svcs	8200	1,507,219.93	1,451,723.75	689,172.39	203,817.57	5,680.26	3,974.00	2,677.23	19,514.99	882.60	925,719.04	63.77%
Community Services	9100	505,824.24	524,935.80	182,452.65	80,233.98	1,225.68	0.00	11,879.43	1,461.15	1,018.31	278,271.2	53.01%
Debt Service	9200	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00%
Total Expense		**321,328,134.44**	**325,512,637.59**	**110,166,961.26**	**35,641,852.98**	**21,450,629.12**	**4,392,225.43**	**5,172,342.21**	**2,464,559.66**	**1,289,689.41**	**180,578,260.07**	**55.48%**
Nonspendable Fund Balance	6/30/2021	950,202.23	950,202.23								950,202.23	
Restricted Fund Balance	6/30/2021	3,800,000.00	3,800,000.00								3,800,000.00	
Assigned Fund Balance	6/30/2021	7,408,664.70	3,667,664.70								3,667,664.70	
Unassigned Fund Balance	6/30/2021	12,116,044.26	12,687,833.07								63,982,032.80	
Total Fund Balance	6/30/2021	**24,274,911.19**	**21,105,700.00**								**72,399,899.73**	
Grand Totals		**345,603,045.63**	**346,618,337.59**								**252,978,159.80**	72.98%

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CLAY COUNTY SCHOOL BOARD
GENERAL FUNDS - Additional Millage Fund
STATEMENT OF REVENUE
07/01/2020 thru 02/28/2021

		Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Local Sources	District School Taxes	3411	12,818,880.00	13,001,411.00	11,677,653.04	89.82%
Local Sources	**- Total**		**12,818,880.00**	**13,001,411.00**	**11,677,653.04**	
Revenue			**12,818,880.00**	**13,001,411.00**	**11,677,653.04**	
Fund Balance	**- Total 7-1-2020**		**2,663,930.94**	**2,663,930.94**	**2,663,930.94**	
Grand Total			**15,482,810.94**	**15,665,341.94**	**14,341,583.98**	**91.55%**

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CLAY COUNTY SCHOOL BOARD

GENERAL FUNDS - Additional Millage Fund

STATEMENT OF EXPENDITURES AND TRANSFERS

07/01/2020 thru 02/28/2021

Expense

	Acct#	Original Budget	Amended Budget	Salaries	Emp Benefits	Pur Services	Eng Services	Mat Supplies	Cap Outlay	Other Misc.	Totals	% OF Budget
Facilities Aquisition & Const	7400	5,817,771.08	5,817,771.08	0.00	0.00	408.61	0.00	0.00	1,357,943.28	0.00	1,358,351.89	23.35%
Non-Instruct Staff Development	7700	750.00	750.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00%
Operation Of Plant	7900	5,672,048.69	5,472,048.69	1,856,416.44	697,171.45	375,559.46	20,825.22	12,129.96	20,839.66	260.00	2,983,202.19	54.52%
Maintenance Of Plant	8100	135,521.43	135,521.43	70,383.56	20,796.00	0.00	0.00	0.00	0.00	0.00	91,179.56	67.28%
Total Expense		**11,626,091.20**	**11,426,091.20**	**1,926,800.**	**717,967.45**	**375,968.07**	**20,825.22**	**12,129.96**	**1,378,782.94**	**260.00**	**4,432,733.64**	38.79%
Restricted Fund Balance	6/30/2021	3,856,719.74	4,239,250.74								9,908,850.34	
Unassigned Fund Balance	6/30/2021	0.00	0.00								0.00	
Total Fund Balance	6/30/2021	**3,856,719.74**	**4,239,250.74**								**9,908,850.34**	
Grand Totals		**15,482,810.94**	**15,665,341.94**								**14,341,583.98**	91.55%

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CLAY COUNTY SCHOOL BOARD
DEBT SERVICE FUND
STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS
07/01/2020 Thru 02/28/2021

REVENUE AND TRANSFERS

Local Sources

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Interest Incl Profit On Invest	3430	456.00	456.00	665.82	146.01%
Total Local Sources		456.00	456.00	665.82	

State Sources

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
CO & DS Withhld For Sbe Bonds	3322	57,050.00	57,050.00	0.00	0.00%
Racing Commission Funds	3341	223,250.00	223,250.00	111,625.00	50.00%
Total State Sources		280,300.00	280,300.00	111,625.00	

Transfers

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Transfer From Capital Projects	3630	6,808,008.22	6,808,008.22	2,217,499.77	32.57%
Total Transfers		6,808,008.22	6,808,008.22	2,217,499.77	
Total REVENUE AND TRANSFERS		7,088,764.22	7,088,764.22	2,329,790.59	32.87%
Fund Balance July 1, 2020		455,715.36	455,715.36	455,715.36	
GRAND TOTAL		7,544,479.58	7,544,479.58	2,785,505.95	36.92%

EXPENDITURES

Debt Service

	Acct #	Original Budget	Amended Budget	Expenditures	% OF EXP
Redempt Of Prnc	710	5,607,917.88	5,607,917.88	1,458,917.88	26.02%
Interest	720	1,457,551.34	1,457,551.34	804,121.70	55.17%
Dues And Fees	730	16,100.00	16,100.00	7,952.16	49.39%
Total Debt Service		7,081,569.22	7,081,569.22	2,270,991.74	
Total EXPENDITURES		7,081,569.22	7,081,569.22	2,270,991.74	32.07%

FUND BALANCE

Fund Balance

	Acct #	Original Budget	Amended Budget		
Fund Balance June 30, 2021	2750	462,910.37	462,910.37	514,514.21	
GRAND TOTAL		7,544,479.59	7,544,479.59	2,785,505.95	36.92%

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CLAY COUNTY SCHOOL BOARD
CAPITAL IMPROVEMENTS FUNDS
STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS
07/01/2020 Thru 02/28/2021

REVENUE AND TRANSFERS

Local Sources

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
District Local Cap Improv Taxes	3413	19,502,115.00	19,502,115.00	17,882,853.94	91.70%
Local Sales Taxes	3418	776,432.02	750,000.00	780,057.44	104.01%
Interest Incl Profit On Inves	3430	10,000.00	36,431.02	4,611.02	12.66%
Impact Fees	3496	7,500,000.00	7,500,000.00	6,048,482.43	80.65%
Total Local Sources		27,788,547.02	27,788,546.02	24,716,004.83	

Other Financing Sources

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Sale Of Equipment	3733	50,000.00	50,000.00	574,827.00	1,149.65%
Total OFS		50,000.00	50,000.00	574,827.00	

State Sources

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
CO & DS Distributd To District	3321	1,275,000.00	1,275,000.00	0.00	0.00%
Interest On Undistrib CO & DS	3325	25,000.00	25,000.00	0.00	0.00%
Miscellaneous State Revenue	3390	46,500.00	611,440.00	516,575.00	84.48%
Total State Sources		1,346,500.00	1,911,440.00	516,575.00	
Total REVENUE AND TRANSFERS		29,185,047.02	29,749,986.02	25,807,406.83	86.75%
Fund Balance July 1, 2020		30,009,328.72	30,009,328.72	30,009,328.72	
GRAND TOTAL		59,194,375.74	59,759,314.74	55,816,735.55	93.40%

EXPENDITURES

Debt Service

	Acct #	Original Budget	Amended Budget	Expenditures	% OF EXP
Redempt Of Prnc	710	533,308.52	533,308.52	533,308.52	100.00%
Interest	720	42,553.19	42,553.19	1,553.98	3.65%
Dues And Fees	730	0.00	0.00	0.00	0.00%
Total Debt Service		575,861.71	575,861.71	534,862.50	

Gen Sup Service

	Acct #	Original Budget	Amended Budget	Expenditures	% OF EXP
AV Mat L/T $1000	622	5,104.60	5,104.60	85.16	1.67%
Bldgs & Fixed Equipment	630	17,822,148.22	17,620,648.22	907,382.69	5.15%
Dir Purch Bldgs	631	1,417,051.08	1,321,051.08	253,353.94	19.18%
Equip $1000 Over	641	125,000.00	136,000.00	116,850.00	85.92%
Equip L/T $1000	642	551,939.12	680,732.77	236,799.86	34.79%
Comp Hdw > $1000	643	5,000.00	5,500.00	1,795.84	32.65%
Cptr Hdwr <$1000	644	112,998.83	112,498.83	72,536.22	64.48%
TechRel FFE<1000	649	593.23	20,493.23	19,855.00	96.89%
Vehicles	652	0.00	290,751.22	57,308.00	19.71%
Land	660	385,000.00	385,000.00	0.00	0.00%
Capitalized Imprv Other Than Bldgs.	671	0.00	0.00	0.00	0.00%
Non-Cap Imprv Other Than Bldgs.	672	4,404,932.76	5,026,363.30	1,028,887.38	20.47%
Cap Remodlg	681	6,324,945.90	5,107,445.90	886,135.90	17.35%
Non-Cap Remodlg/Renovations	682	7,790,109.86	9,003,106.90	2,778,730.72	30.86%
Dir Prch-Cap Remodlg	683	790,000.00	629,864.36	0.00	0.00%
Dir Purch-Non-Cap Remodlg	684	0.00	187,092.54	615.36	0.33%
Software >1000	691	321,986.21	714,986.21	496,107.75	69.39%
Software <1000	692	29,474.99	310,548.39	228,719.00	73.65%
Total Gen Sup Srvc		40,086,284.80	41,557,187.55	7,085,162.82	

Xfer Of Funds

	Acct #	Original Budget	Amended Budget	Expenditures	% OF EXP
Xfer To Gen Fnd	910	4,100,753.00	4,873,774.00	2,004,473.66	41.13%
Xfer To Dbt Svc	920	6,808,008.23	6,808,008.23	2,217,499.77	32.57%
Total Xfer Of Funds		10,908,761.23	11,681,782.23	4,221,973.43	
Total EXPENDITURES		51,570,907.74	53,814,831.49	11,841,998.75	22.01%

Fund Balance

	Acct #	Original Budget	Amended Budget		
Fund Balance June 30, 2021	2750	7,623,468.00	5,944,483.25	43,974,736.80	
GRAND TOTAL		59,194,375.74	59,759,314.74	55,816,735.55	93.40%

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CLAY COUNTY SCHOOL BOARD

SPECIAL REVENUE FUNDS - FOOD SERVICES

STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS

07/01/2020 Thru 02/28/2021

REVENUE AND TRANSFERS

Local Sources

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Interest Incl Profit On Invest	3430	10,000.00	10,000.00	1,302.52	13.03%
Student Lunches	3451	2,471,000.00	2,471,000.00	0.00	0.00%
Student Breakfasts	3452	217,500.00	217,500.00	0.00	0.00%
Adult Breakfasts/Lunches	3453	1,800.00	1,800.00	310.00	17.22%
Student A La Carte	3454	1,500,000.00	1,500,000.00	792,134.70	52.81%
Miscellaneous Local Sources	3490	5,000.00	5,000.00	14,352.35	287.05%
Total Local Sources		4,205,300.00	4,205,300.00	808,099.57	

Fed thru Local and State - Total

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
School Lunch Reimbursement	3261	9,824,960.00	9,824,960.00	691,569.78	7.04%
School Breakfast Reimbursement	3262	2,468,850.00	2,468,850.00	156,349.15	6.33%
After School Snack Reimb	3263	20,000.00	20,000.00	0.00	0.00%
U S D A Donated Commoditi	3265	1,400,000.00	1,400,000.00	0.00	0.00%
Cash in Lieu of Donated Foods	3266	5,000.00	5,000.00	0.00	0.00%
Summer Food Service Program	3267	100,000.00	100,000.00	6,660,348.90	6,660.35%
Total Fed thru Local and State		13,818,810.00	13,818,810.00	7,508,267.83	

State Sources

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
School Breakfast Supplement	3337	60,000.00	60,000.00	0.00	0.00%
School Lunch Supplement	3338	85,000.00	85,000.00	0.00	0.00%
Total State Sources		145,000.00	145,000.00	0.00	
Total REVENUE AND TRANSFERS		18,169,110.00	18,169,110.00	8,316,367.40	**45.77%**
Fund Balance July 1, 2020		3,294,036.00	3,294,036.00	3,294,036.00	
GRAND TOTAL		21,463,146.00	21,463,146.00	11,610,403.40	54.09%

EXPENDITURES

Gen Sup Srvc

	Acct #	Original Budget	Amended Budget	Expended	% OF EXP
Administrator	110	2,013,343.91	2,013,343.91	1,326,967.62	65.91%
Other Support	160	3,938,556.94	3,938,556.94	2,469,342.10	62.70%
COVID LEAVE OTHR	169	0.00	0.00	3,704.73	NA
Retirement	210	615,258.80	615,258.80	396,647.85	64.47%
Social Security	220	442,573.03	442,573.03	279,121.28	63.07%
Group Insurance	230	1,563,679.34	1,563,679.34	843,678.86	53.95%
Workmans Comp	240	72,098.06	72,098.06	52,089.72	72.25%
Prof Srvcs - Substitutes	313	61,250.00	61,250.00	28,990.80	47.33%
Travel-In cnty	331	6,400.00	6,400.00	892.13	13.94%
Travel-Out Cnty	332	2,500.00	2,500.00	0.00	0.00%
Trvl-Out State	333	2,500.00	2,500.00	0.00	0.00%
Travel-Reg Fees	334	0.00	0.00	0.00	0.00%
Repairs And Maintenance	350	27,468.82	27,468.82	2,077.34	7.56%
Rentals	360	5,144.72	5,144.72	2,617.34	50.87%
Tech Rentals	369	44,000.00	44,000.00	19,323.00	43.92%
Stamps	371	21,126.50	21,126.50	6,154.64	29.13%
Cell Phones	378	1,000.00	1,000.00	288.51	28.85%
Othr Purch Srvc	390	80,588.85	82,438.85	7,586.58	9.20%
Printing	391	10,000.00	10,000.00	3,446.34	34.46%
Bottled Gas	420	1,500.00	1,500.00	185.31	12.35%
Electricity	430	156,500.00	156,500.00	70,923.04	45.32%
Gasoline	450	4,000.00	4,000.00	2,225.00	55.63%
Diesel Fuel	460	2,000.00	2,000.00	1,728.00	86.40%
Supplies	510	742,521.92	742,521.92	343,804.10	46.30%
TonerType Fee	515	27,814.84	27,814.84	4,259.42	15.31%
Tech Supplies	519	800.00	800.00	49.98	6.25%
Oil & Grease	540	1,000.00	1,000.00	83.00	8.30%
Repair Parts	550	7,500.00	7,500.00	2,504.00	33.39%
Tires & Tubes	560	8,000.00	8,000.00	683.00	8.54%
Food	570	6,625,407.20	6,625,407.20	3,035,756.61	45.82%
Commodities	580	700,000.00	700,000.00	0.00	0.00%
Equip $1000 Over	641	250,000.00	250,000.00	30,198.22	12.08%
Equip L/T $1000	642	10,492.56	10,492.56	6,853.82	65.32%
Comp Hdw > $1000	643	10,000.00	8,000.00	0.00	0.00%
Cptr Hdwr <$1000	644	10,000.00	14,500.00	9,967.44	68.74%
TechRel FFE<$1000	649	2,500.00	2,500.00	0.00	0.00%
Vehicles	652	108,425.00	108,425.00	0.00	0.00%
Cap Remodlg	681	302,971.15	298,621.15	64,317.13	21.54%
Software >1000	691	2,500.00	2,500.00	0.00	0.00%
Dues And Fees	730	30,000.00	30,000.00	25,660.92	85.54%
Misc Ex/Ind Cst	792	225,000.00	225,000.00	139,716.55	62.10%
Total Gen Sup Srvc		18,136,421.64	18,136,421.64	9,181,844.38	
Total EXPENDITURES		18,136,421.64	18,136,421.64	9,181,844.38	**50.63%**
Fund Balance June 30, 2021	2750	3,326,724.36	3,326,724.36	2,428,559.02	
GRAND TOTAL		21,463,146.00	21,463,146.00	11,610,403.40	**54.09%**

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CLAY COUNTY SCHOOL BOARD
SPECIAL REVENUE FUNDS - OTHER
STATEMENT OF REVENUE
07/01/2020 thru 02/28/2021

		Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Federal Direct	Miscellaneous Federal Direct	3199	702,991.67	702,991.67	519,932.49	73.96%
Federal Direct - Total			**702,991.67**	**702,991.67**	**519,932.49**	
Fed through Local and State	Career And Technical Education	3201	420,224.65	420,224.65	182,340.57	43.39%
	Adult General Education	3221	231,275.06	231,275.06	147,201.66	63.65%
	English Literacy And Civics Ed	3222	39,459.01	39,459.01	16,813.40	42.61%
	Title II	3226	1,592,057.04	1,581,547.04	1,249,651.43	79.01%
	I D E A	3230	8,441,883.45	8,441,883.45	4,404,816.96	52.18%
	Title I - Elem & Secondary Edu	3240	5,259,070.98	5,646,885.94	3,434,161.32	60.82%
	Title III	3241	201,540.00	201,540.00	95,892.49	47.58%
	Twenty-First Century Schools	3242	522,139.74	522,139.74	244,573.03	46.84%
	Federal Through Local Revenue	3280	115,977.00	99,170.47	96,590.89	97.40%
	Other Federal Thru State	3290	42,820.71	83,758.85	49,377.14	58.95%
Fed through Local & State - Total			**16,866,447.64**	**17,267,884.21**	**9,921,418.89**	
Total			**17,569,439.31**	**17,970,875.88**	**10,441,351.38**	58.10%

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CLAY COUNTY SCHOOL BOARD
SPECIAL REVENUE FUNDS - OTHER
STATEMENT OF EXPENDITURES AND TRANSFERS
07/01/2020 thru 02/28/2021

Expense

	Acct#	Original Budget	Amended Budget	Salaries	Emp Benefits	Pur Services	Eng Services	Mat Supplies	Cap Outlay	Other Transfers	Totals	% OF Budget
Basic FEFP K-12	5100	4,912,274.95	5,269,911.35	1,517,195.17	503,487.10	139,956.44	0.00	158,346.87	1,160,791.05	1,070.00	3,480,846.63	66.05%
Exceptional	5200	4,678,514.65	4,733,837.15	1,666,576.24	629,263.56	220,808.48	0.00	83,039.71	18,730.97	0.00	2,618,418.96	55.31%
Career Education	5300	358,931.88	358,931.88	0.00	0.00	5,000.00	0.00	84,638.19	78,670.95	4,005.00	172,314.14	48.01%
Adult General	5400	106,035.10	106,035.10	27,538.81	11,457.53	198.00	0.00	2,632.66	3,756.54	9,178.00	54,761.54	51.64%
Other Instruction	5900	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00%
Student Support Services	6100	1,429,158.65	1,572,583.78	639,278.50	214,227.28	27,187.64	0.00	11,293.30	148.00	1,361.25	893,495.97	56.82%
Instructional Media	6200	20,581.85	6,530.20	0.00	0.00	0.00	0.00	369.53	2,617.11	0.00	2,986.64	45.74%
Inst & Curric Dev Services	6300	2,384,416.47	2,389,633.47	965,862.43	275,493.20	18,270.28	0.00	3,598.33	4,306.43	1,504.50	1,269,035.17	53.11%
Inst Staff Training Services	6400	2,570,210.26	2,335,002.15	533,193.51	158,474.58	521,871.83	0.00	22,428.70	609.45	53,251.10	1,289,829.17	55.24%
Instruction Related Technology	6500	402,660.04	402,660.04	0.00	0.00	10,723.40	0.00	0.00	391,936.64	0.00	402,660.04	100.00%
General Administration	7200	591,857.97	601,176.67	0.00	0.00	0.00	0.00	0.00	0.00	193,587.28	193,587.28	32.20%
School Administration	7300	29,317.01	116,259.65	45,524.32	9,256.31	0.00	0.00	0.00	0.00	0.00	54,780.63	47.12%
School Facilities	7400	0.00	27.99	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00%
Food Services	7600	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00%
Central Services	7700	48,128.16	40,072.33	8,040.33	594.88	0.00	0.00	0.00	0.00	0.00	8,635.21	21.55%
Pupil Transportation Services	7800	37,352.32	37,203.68	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00%
Operation Of Plant	7900	0.00	1,010.44	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00%
Maintenance Of Plant	8100	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00%
Administrative Technology Svcs	8200	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00%
Community Services	9100	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00%
Total Expense		**17,569,439.31**	**17,970,875.88**	**5,403,209.31**	**1,802,254.44**	**944,016.07**	**0.00**	**366,347.29**	**1,661,567.14**	**263,957.13**	**10,441,351.38**	**58.10%**

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CLAY COUNTY SCHOOL BOARD
SPECIAL REVENUE FUNDS - CARES ACT RELIEF
STATEMENT OF REVENUE AND EXPENDITURES
07/01/2020 thru 2/28/2021

REVENUES

		Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Federal Direct	Miscellaneous Federal Direct	3199	0.00	0.00	0.00	0.00%
Federal Direct - Total			**0.00**	**0.00**	**0.00**	**0.00%**
Fed thru Local and State	Education Stabilization Funds K-12	3271	4,546,040.20	4,996,128.20	3,947,545.04	79.01%
		3280	0.00	0.00	0.00	0.00%
		3290	0.00	0.00	0.00	0.00%
Fed thru Local and State - Total			**4,546,040.20**	**4,996,128.20**	**3,947,545.04**	79.01%
Local Sources	Interest Incl Profit On Invest	3430	0.00	0.00	0.00	0.00%
Local Sources - Total			**0.00**	**0.00**	**0.00**	0.00%
Total			**4,546,040.20**	**4,996,128.20**	**3,947,545.04**	**79.01%**

EXPENDITURES

Gen Sup Srvcs

	Acct #	Original Budget	Amended Budget	Expended	% OF EXP
Classroom Teacher	120	139,291.89	142,738.02	142,738.02	100.00%
Other Certified	130	0.00	40,000.00	0.00	0.00%
Paraprofessional	150	21,664.71	21,445.19	21,391.20	99.75%
Other Support	160	56,910.00	56,910.00	28,560.00	50.18%
Retirement	210	17,785.09	21,717.88	17,443.33	80.32%
Social Security	220	17,142.61	20,268.18	14,641.49	72.24%
Group Insurance	230	0.00	6,000.00	0.00	0.00%
Workmans Comp	240	3,000.33	3,585.44	2,452.79	68.41%
Professional Services	310	0.00	18,000.00	0.00	0.00%
Travel	330	203.30	877.45	329.88	37.60%
Rentals	360	458,287.90	456,095.60	456,095.60	100.00%
Communications	370	360,000.00	360,000.00	70,264.58	19.52%
Other Purchased Services	390	195,020.70	200,953.93	97,829.34	48.68%
Diesel	460	10,400.00	10,400.00	4,128.63	39.70%
Supplies	510	1,133,372.72	1,129,768.90	667,974.06	59.12%
Textbooks	520	51,409.68	75,294.29	72,798.15	96.68%
Periodicals	530	1,374.35	0.00	0.00	0.00%
Other Materials	590	1,782.51	7,988.40	0.00	0.00%
Furniture Fixtures and Equipment	641	2,007,296.41	2,352,986.92	2,314,847.67	98.38%
Miscellaneous	790	71,098.00	71,098.00	36,050.30	50.71%
Total		**4,546,040.20**	**4,996,128.20**	**3,947,545.04**	**79.01%**

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CLAY COUNTY SCHOOL BOARD
SELF INSURANCE FUND
STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS
07/01/2020 Thru 02/28/2021

REVENUE AND TRANSFERS

Local Sources

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Interest Incl Profit On Invest	3430	70,000.00	70,000.00	9,734.83	12.83%
Charges For Services	3481	2,931,181.00	2,931,181.00	2,436,756.22	83.13%
Total Local Sources		3,001,181.00	3,001,181.00	2,446,491.05	
Total REVENUE AND TRANSFERS		3,001,181.00	3,001,181.00	2,446,491.05	
Fund Balance July 1, 2020		4,923,526.28	4,923,526.28	4,923,526.28	
GRAND TOTAL		7,924,707.28	7,924,707.28	7,370,017.33	93.00%

EXPENDITURES

Gen Sup Srvc

	Acct #	Original Budget	Amended Budget	Expenditures	% OF EXP
Workmans Comp	240	1,500,000.00	1,500,000.00	660,861.02	44.06%
Pro & Tech Serv	310	173,935.00	173,935.00	114,478.50	65.82%
Ins & Bond Prem	320	1,087,651.00	1,087,651.00	1,098,710.22	101.02%
Total Gen Sup Srvc		2,761,586.00	2,761,586.00	1,874,049.74	
Total EXPENDITURES		2,761,586.00	2,761,586.00	1,874,049.74	

FUND BALANCE

Fund Balance

	Acct #	Original Budget	Amended Budget		
Fund Balance June 30, 2021	2750	5,163,121.28	5,163,121.28	5,495,967.59	
Total Fund Balance		5,163,121.28	5,163,121.28	5,495,967.59	
GRAND TOTAL		7,924,707.28	7,924,707.28	7,370,017.33	93.00%

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FEBRUARY, 2021									
LOCATION		BEG BALANCE	NEW PURCHASE	VALUE ADD	OTHER	TRANFER IN	TRANSFER OUT	DELETIONS	ENDING BALANCE
0311	KEYSTONE HEIGHTS JR/SR HIGH	2,500.00							2,500.00
0341	CLAY HIGH SCHOOL	5,599.00							5,599.00
0371	WILKINSON JUNIOR HIGH	1,255.23							1,255.23
0501	TYNES ELEMENTARY	1,512.50							1,512.50
0541	RIDEOUT ELEMENTARY	7,605.95							7,605.95
0551	FLEMING ISLAND HIGH SCHOOL	3,385.00							3,385.00
0611	OAKLEAF JUNIOR HIGH	37,921.00							37,921.00
0661	OAKLEAF HIGH SCHOOL	20,895.00							20,895.00
9005	EXCEPTIONAL STUDENT EDUCATION	1,105.82							1,105.82
9008	ADULT COMMUNITY EDUCATION	1,295.00							1,295.00
9010	TRANSPORTATION	38,383.84							38,383.84
9020	OFFICE OF SUPPORT SERVICES	4,495.38							4,495.38
9021	MAINTENANCE	13,800.00							13,800.00
9022	OPERATIONS	80,245.40							80,245.40
9023	FACILITY PLANNING & CONSTRUCT	21,441.02							21,441.02
9040	INFORMATION SERVICES	4,587,222.51		420.00					4,587,642.51
9050	BUSINESS AFFAIRS	11,240.83							11,240.83
9210	FOOD & NUTRITION SERVICES	41,095.00							41,095.00
	TOTAL	4,880,998.48	0.00	420.00	0.00	0.00	0.00	0.00	4,881,418.48

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FEBRUARY, 2021									
LOCATION		BEG BALANCE	NEW PURCHASE	REINSTATED	OTHER	TRANFER IN	TRANSFER OUT	DELETIONS	ENDING BALANCE
0391	MIDDLEBURG HIGH SCHOOL	2,550.85					2,550.85		0.00
9010	TRANSPORTATION	31,189,166.73	57,308.00			2,550.85			31,249,025.58
	TOTAL	31,191,717.58	57,308.00	0.00	0.00	2,550.85	2,550.85	0.00	31,249,025.58

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FEBRUARY, 2021

LOCATION		BEG BALANCE	NEW PURCHASE	VALUE ADD	OTHER	REINSTATED	TRANFER IN	TRANSFER OUT	DELETIONS	ENDING BALANCE
0020	FL YOUTH CHALLENGE ACADEMY	4,120.00								4,120.00
0021	GREEN COVE SPRINGS JUNIOR HIGH	319,199.23								319,199.23
0071	CHARLES E BENNETT ELEMENTARY	126,691.58	2,536.82							129,228.40
0111	BANNERMAN LEARNING CENTER	129,323.93	1,274.15							130,598.08
0201	ORANGE PARK ELEMENTARY	132,348.18							1,177.57	131,170.61
0232	GROVE PARK ELEMENTARY	150,233.60								150,233.60
0241	W E CHERRY ELEMENTARY	190,785.20					2,426.36			193,211.56
0252	ORANGE PARK HIGH	1,187,479.94	1,401.00							1,188,880.94
0261	DOCTORS INLET ELEMENTARY	211,945.29								211,945.29
0271	MIDDLEBURG ELEMENTARY	224,874.53						4,422.81		220,451.72
0301	KEYSTONE HEIGHTS ELEMENTARY	314,528.40								314,528.40
0311	KEYSTONE HEIGHTS JR/SR HIGH	656,383.15								656,383.15
0331	S BRYAN JENNINGS ELEMENTARY	188,267.19								188,267.19
0341	CLAY HIGH SCHOOL	831,971.65							4,102.80	827,868.85
0351	LAKESIDE JUNIOR HIGH	371,443.99								371,443.99
0352	LAKESIDE ELEMENTARY	202,598.35					7,046.00	9,469.82		200,174.53
0361	ORANGE PARK JUNIOR HIGH	342,711.53								342,711.53
0371	WILKINSON JUNIOR HIGH	411,274.77								411,274.77
0381	MONTCLAIR ELEMENTARY	124,729.38							1,100.00	123,629.38
0391	MIDDLEBURG HIGH SCHOOL	1,255,739.35							1,599.00	1,254,140.35
0401	RIDGEVIEW ELEMENTARY	221,337.47						1,305.00		220,032.47
0411	CLAY HILL ELEMENTARY	234,100.05								234,100.05
0431	RIDGEVIEW HIGH SCHOOL	1,011,791.59	5,175.00							1,016,966.59
0451	LAKE ASBURY ELEMENTARY	197,676.10							1,123.54	196,552.56
0471	ROBERT M PATERSON ELEMENTARY	166,803.65								166,803.65
0481	LAKE ASBURY JUNIOR HIGH	575,480.72	8,465.00							583,945.72
0491	WILKINSON ELEMENTARY	251,327.19						1,920.00	1,610.00	247,797.19
0501	TYNES ELEMENTARY	226,746.31					6,847.12			233,593.43
0511	MCRAE ELEMENTARY	199,071.63	13,040.65							212,112.28
0521	FLEMING ISLAND ELEMENTARY	186,466.78						2,426.36		184,040.42
0531	THUNDERBOLT ELEMENTARY	212,135.65	3,210.00				1,920.00			217,265.65
0541	RIDEOUT ELEMENTARY	146,676.43						2,859.00		143,817.43
0551	FLEMING ISLAND HIGH SCHOOL	1,024,374.45	1,849.00						5,181.00	1,021,042.45
0571	SWIMMING PEN CREEK ELEMENTARY	139,042.91					2,500.00			141,542.91
0591	ARGYLE ELEMENTARY SCHOOL	158,380.94	2,169.28							160,550.22
0601	COPPERGATE ELEMENTARY	179,937.46						7,645.00		172,292.46
0611	OAKLEAF JUNIOR HIGH	499,859.97								499,859.97

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FEBRUARY, 2021

LOCATION		BEG BALANCE	NEW PURCHASE	VALUE ADD	OTHER	REINSTATED	TRANFER IN	TRANSFER OUT	DELETIONS	ENDING BALANCE
0621	OAKLEAF VILLAGE ELEMENTARY	294,372.37						2,374.90	7,770.25	284,227.22
0631	SHADOWLAWN ELEMENTARY	237,082.90								237,082.90
0641	DISCOVERY OAKS ELEMENTARY	656,780.33								656,780.33
0651	PLANTATION OAKS ELEMENTARY	618,362.28								618,362.28
0661	OAKLEAF HIGH SCHOOL	1,407,495.76	7,716.20						17,485.38	1,397,726.58
0769	ST JOHNS COUNTRY DAY	25,893.80								25,893.80
7005	CLAY VIRTUAL - ACADEMY	31,449.93								31,449.93
9000	SCHOOL BOARD	26,342.86								26,342.86
9002	CAREER AND TECHNICAL EDUCATION	22,238.57							1,132.00	21,106.57
9003	DEPT OF INST RESOURCES STEM	54,411.39								54,411.39
9004	STUDENT SERVICES	49,560.06								49,560.06
9005	EXCEPTIONAL STUDENT EDUCATION	228,930.53								228,930.53
9006	DEPT OF ELEMENTARY EDUCATION	45,019.07								45,019.07
9007	K12 ACADEMIC SERVICES	8,287.57								8,287.57
9008	ADULT COMMUNITY EDUCATION	68,928.09								68,928.09
9009	SCH IMPROVEMENT & PROF DEVEL	49,019.57								49,019.57
9012	TRANSPORTATION	488,250.98	14,750.52						3,195.68	499,805.82
9014	INSTRUCTIONAL MEDIA SERVICES	1,709.50								1,709.50
9016	SUPERINTENDENT/DEPUTY SUPER	40,480.12						1,219.97		39,260.15
9020	OFFICE OF SUPPORT SERVICES	11,536.38								11,536.38
9021	MAINTENANCE DEPARTMENT	623,943.61					9,469.82	3,300.96	7,557.03	622,555.44
9022	OPERATIONS	152,133.10								152,133.10
9023	FACILITY PLANNING & CONSTRUCT	29,923.99								29,923.99
9024	CODE ENFORCEMENT	5,136.47								5,136.47
9025	SCHOOL POLICE DEPARTMENT	323,117.35					1,130.90			324,248.25
9030	PRINT CENTER	64,262.81								64,262.81
9040	INFORMATION SERVICES	2,346,702.51	3,021.20				8,943.74	10,478.02		2,348,189.43
9050	BUSINESS AFFAIRS DIVISION	113,304.82								113,304.82
9060	HUMAN RESOURCES	70,034.12								70,034.12
9106	TITLE 1	23,547.89	1,059.00							24,606.89
9110	FOOD & NUTRITION SERVICES	218,314.27					14,183.90	7,046.00		225,452.17
9111	INSTRUCTIONAL DIVISION	28,411.83								28,411.83
9113	TEACHER TRAINING CENTER FIH	8,488.00								8,488.00
9114	TEACHER LEARNING CENTER OPHS	4,382.44								4,382.44
	TOTAL	21,385,713.81	65,667.82	0.00	0.00	0.00	54,467.84	54,467.84	53,034.25	21,398,347.38

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Clay County Public Schools
AudioVisual

Location Number	Begin Balance	New Purchase	Other	Monthly Deletions	Ending Balance
0111 BANNERMAN LEARNING CENTER	2,402.11	0.00	0.00	0.00	2,402.11
0252 ORANGE PARK HIGH	11,164.04	0.00	0.00	0.00	11,164.04
0311 KEYSTONE HEIGHTS JR/SR HIGH	1,792.00	0.00	0.00	0.00	1,792.00
0341 CLAY HIGH SCHOOL	11,880.77	0.00	0.00	0.00	11,880.77
0361 ORANGE PARK JUNIOR HIGH	1,149.00	0.00	0.00	0.00	1,149.00
0391 MIDDLEBURG HIGH SCHOOL	15,208.40	0.00	0.00	0.00	15,208.40
0481 LAKE ASBURY JUNIOR HIGH	11,237.85	0.00	0.00	0.00	11,237.85
0551 FLEMING ISLAND HIGH SCHOOL	3,149.99	0.00	0.00	0.00	3,149.99
0661 OAKLEAF HIGH SCHOOL	6,221.21	0.00	0.00	0.00	6,221.21
	64,205.37	0.00	0.00	0.00	64,205.37

DRAFT

April 1, 2021 - Regular School Board Meeting

Title

C18 - Budget Amendment for Month Ending February 28, 2021

Description

Florida State Board of Education Administrative Rule 6A-1.006 requires that the School Board approved amendments to the district school budget whenever the function and object amounts in the accounts prescribed by the State Board are changed from the original budget approved by the School Board. The Budget Amendments are procedurally necessary to update our budget to reflect changes outlined in the attached statements.

Gap Analysis

The monthly budget amendments show compliance to the district's amended budget as of the month-end reported and meet State and School Board financial reporting requirements.

Previous Outcomes

It has been standard practice to provide budget amendments in accordance with Florida State Board of Education Administrative Rule 6A-1.006.

Expected Outcomes

The monthly budget amendments are provided to meet stewardship responsibilities of the district for reporting and accountability of the district budget.

Strategic Plan Goal

The district ensures fiscal responsibility and equitable distribution of resources.

Recommendation

Approval of the Budget Amendments as presented for the month ending February 28, 2021.

Contact

Dr. Susan M. Legutko, Assistant Superintendent for Business Affairs (904) 336-6721

Financial Impact

As presented

Review Comments

Attachments

DRAFT

April 1, 2021 - Regular School Board Meeting

Title

C19 - Deletion of Certain Items Report - March, 2021

Description

The items listed have been surveyed by the Coordinator of Property Control, at the request of the Cost Center Property Manager, and the recommended disposition is noted. These items are either obsolete, unusable or beyond economical repair. These items should be removed from active inventory and disposed of in the manner indicated. Deletions are for property items received in the month of February, 2021.

Gap Analysis

N/A

Previous Outcomes

Property Records followed State mandate on trackable assets, Chapter 274.05.

Expected Outcomes

Tangible Personal Property shall be controlled and supervised from acquisition through transfer or disposal. Disposal of property shall be in accordance with Section 274.05, Florida Statutes. All deletions of items with a value of $1,000.00 or more will be approved by The School Board of Clay County prior to disposition - School Board Policy Section 5.03C.

Strategic Plan Goal

Goal 2: Strategy 2.4; Ensure effective and efficient use of resources for fiscal stability.

Recommendation

Approve Deletion of Certain Items Report - March, 2021 as submitted.

Contact

Dr. Susan Legutko,
Assistant Superintendent for Business Affairs
(904)-336-6721
susan.legutko@myoneclay.net

Financial Impact

Provides additional storage space and eliminates the need to account for unusable property. Reduces the dollar value of Tangible Personal Property.

Review Comments

Attachments

Deletion Report-March, 2021.pdf

DRAFT

Clay County Public Schools
Monthly Deletion Report
For Month Ending: 03/31/2021

Disposal Method	Tag	Description		Acquisition Date	Disposal Date	Purchase Amount	Depreciation Value
LCTN	**0241**	**W E CHERRY ELEMENTARY**					
Junk/Parts	00048913	CIRCULATION DESK:LIBRARY	Furniture,Fixtures & Equipment	07/18/1994	03/01/2021	3,238.74	3,238.74
						3,238.74	**0.00**
LCTN	**0361**	**ORANGE PARK JUNIOR HIGH**					
Junk/Parts	00069818	MAT:WRESTLING 40X40X1 3SECT	Furniture,Fixtures & Equipment	09/29/1998	03/01/2021	6,066.00	6,066.00
Surplus Sale	00077333	PROJECTOR: MULTIMEDIA EPSON EP	Furniture,Fixtures & Equipment	08/08/2002	03/01/2021	1,999.00	1,999.00
Surplus Sale	00077346	PRINTER: POSTER 3000	Furniture,Fixtures & Equipment	02/13/2003	03/01/2021	4,745.00	4,745.00
Surplus Sale	15000677	CART: DELL MOBILE COMPUTING	Furniture,Fixtures & Equipment	01/15/2015	03/01/2021	2,265.99	2,265.99
						15,075.99	**16,048.74**
LCTN	**0391**	**MIDDLEBURG HIGH SCHOOL**					
Junk/Parts	00090157	COPIER: DIGITAL - RICOH AFICIO	Furniture,Fixtures & Equipment	07/20/2006	03/01/2021	2,596.00	2,596.00
Junk/Parts	00094422	COPIER: DIGITAL W/FINISHER - R	Furniture,Fixtures & Equipment	11/08/2007	03/01/2021	17,995.00	17,995.00
Junk/Parts	16000072	PRINTER: 3D - EMBER EXPLORER 0	Furniture,Fixtures & Equipment	02/11/2016	03/01/2021	6,287.70	3,069.00
						26,878.70	**22,856.99**
LCTN	**0501**	**TYNES ELEMENTARY**					
Surplus Sale	00078459	MIXER: DIGITAL VIDEO MX3000	Furniture,Fixtures & Equipment	12/17/2003	03/01/2021	1,185.00	1,185.00
Surplus Sale	09000762	CART: LAPTOP SECURITY 16-MODUL	Furniture,Fixtures & Equipment	07/23/2009	03/01/2021	1,138.00	1,138.00
Surplus Sale	10000101	CAMCORDER: MINI DV-PANASONIC A	Furniture,Fixtures & Equipment	10/22/2009	03/01/2021	1,199.00	1,199.00
Surplus Sale	10000102	CAMCORDER: MINI DV-PANASONIC A	Furniture,Fixtures & Equipment	10/22/2009	03/01/2021	1,199.00	1,199.00
Surplus Sale	10000266	TELEPROMPTER - PROMPTER FLEX11	Furniture,Fixtures & Equipment	05/13/2010	03/01/2021	1,494.00	1,494.00
Surplus Sale	17000150	CART: 30 USER GOVT ULTRA-LIGHT	Furniture,Fixtures & Equipment	04/27/2017	03/01/2021	1,098.55	793.40
Surplus Sale	17000154	CART: 30 USER GOVT ULTRA-LIGHT	Furniture,Fixtures & Equipment	04/27/2017	03/01/2021	1,098.55	793.40
						8,412.10	**10,077.40**
LCTN	**0551**	**FLEMING ISLAND HIGH SCHOOL**					
Surplus Sale	00079099	PROJECTOR:PROXIMA LCD/XGA	Furniture,Fixtures & Equipment	08/28/2003	03/01/2021	3,985.00	3,985.00
Surplus Sale	00083818	RECORDER: VIDEO 3 IN ONE DVM -	Furniture,Fixtures & Equipment	02/09/2006	03/01/2021	1,375.00	1,375.00
						5,360.00	**4,778.40**
LCTN	**0571**	**SWIMMING PEN CREEK ELEMENTARY**					
Surplus Sale	00080423	EXTRACTOR:NSS HEATED CARPET CX	Furniture,Fixtures & Equipment	05/13/2004	03/01/2021	2,350.00	2,350.00
Surplus Sale	00080424	EXTRACTOR:NSS HEATED CARPET CX	Furniture,Fixtures & Equipment	05/13/2004	03/01/2021	2,350.00	2,350.00
Surplus Sale	00081578	SYSTEM:PORTABLE SOUND - LIBERT	Furniture,Fixtures & Equipment	09/09/2004	03/01/2021	1,397.52	1,397.52
Junk/Parts	00081592	COPIER:DIGITAL - IMAGISTICS DL	Furniture,Fixtures & Equipment	09/23/2004	03/01/2021	1,230.00	1,230.00

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Clay County Public Schools
Monthly Deletion Report
For Month Ending: 03/31/2021

Disposal Method	Tag	Description		Acquisition Date	Disposal Date	Purchase Amount	Depreciation Value
						7,327.52	**7,472.52**
LCTN	**0611**	**OAKLEAF JUNIOR HIGH**					
Surplus Sale	00085680	LAPTOP: LATITUDE D830 - DELL	Furniture,Fixtures & Equipment	02/14/2008	03/01/2021	1,245.33	1,245.33
Surplus Sale	00090135	LAPTOP: LATITUDE - DELL	Furniture,Fixtures & Equipment	08/24/2006	03/01/2021	1,211.00	1,211.00
Junk/Parts	11000159	LAPTOP: MACBOOK PRO 13 " - APP	Furniture,Fixtures & Equipment	09/09/2010	03/01/2021	1,138.00	1,138.00
Surplus Sale	13000002	LAPTOP - DELL LATITUDE E6420	Furniture,Fixtures & Equipment	08/09/2012	03/01/2021	1,023.65	1,023.65
						4,617.98	**4,824.33**
LCTN	**7005**	**CLAY VIRTUAL - ACADEMY**					
Junk/Parts	12000221	LAPTOP - APPLE MACBOOK PRO 13.	Furniture,Fixtures & Equipment	01/12/2012	03/01/2021	1,762.00	1,762.00
Junk/Parts	15000815	LAPTOP: APPLE MACBOOK 13.3 " M	Furniture,Fixtures & Equipment	04/09/2015	03/01/2021	1,132.00	1,132.00
Junk/Parts	16000010	LAPTOP: APPLE MACBOOK PRO MD10	Furniture,Fixtures & Equipment	08/13/2015	03/01/2021	1,182.00	1,182.00
Junk/Parts	16000016	LAPTOP: APPLE MACBOOK PRO MD10	Furniture,Fixtures & Equipment	08/13/2015	03/01/2021	1,182.00	1,182.00
Junk/Parts	17000192	LAPTOP: MACBOOK PRO APPLE MD10	Furniture,Fixtures & Equipment	09/08/2016	03/01/2021	1,182.00	1,116.33
						6,440.00	**6,281.65**
LCTN	**9010**	**TRANSPORTATION**					
Surplus Sale	10001586	DUPLICATOR:KEY-HPC INC SPEEDEX	Furniture,Fixtures & Equipment	06/10/2010	03/01/2021	1,013.40	1,013.40
Surplus Sale	B0000664	BUS: SCHOOL 65 PASSENGER 2009	Motor Vehicles	07/24/2008	03/01/2021	77,154.23	77,154.23
Surplus Sale	B0000693	BUS: SCHOOL 47 PASSENGER 2009	Motor Vehicles	11/13/2008	03/01/2021	92,624.23	92,624.23
Surplus Sale	V0000183	TRUCK: JEEP CHEROKEE SPORT 200	Motor Vehicles	06/14/2001	03/01/2021	18,384.00	18,384.00
Surplus Sale	V0000188	VAN: DODGE RAM 2500 2001	Motor Vehicles	08/23/2001	03/01/2021	16,481.99	16,481.99
Surplus Sale	V0000195	SEDAN: 4 DR FORD CROWN VIC 199	Motor Vehicles	04/25/2002	03/01/2021	1,233.35	1,233.35
						206,891.20	**206,774.18**
LCTN	**9021**	**MAINTENANCE DEPARTMENT**					
Surplus Sale	00021673	MIXER:CONCRETE W/7 HP MOTOR	Furniture,Fixtures & Equipment	01/16/1981	03/01/2021	2,139.00	2,139.00
Surplus Sale	00029703	COMPACTOR:GROUND	Furniture,Fixtures & Equipment	09/09/1983	03/01/2021	1,575.00	1,575.00
Surplus Sale	00080541	MACHINE:BEVERAGE MARKETEER	Furniture,Fixtures & Equipment	11/23/2004	03/01/2021	2,000.00	2,000.00
Surplus Sale	00087176	MOWER: TORO Z380 BRIGGS	Furniture,Fixtures & Equipment	04/13/2006	03/01/2021	2,399.00	2,399.00
Surplus Sale	00087189	MOWER: ZERO TURN RADIUS TORO	Furniture,Fixtures & Equipment	06/22/2006	03/01/2021	2,599.00	2,599.00
						10,712.00	**9,346.35**
LCTN	**9040**	**INFORMATION SERVICES**					
Junk/Parts	00089899	DESK: MODULAR W/HUTCH/RETURN 2	Furniture,Fixtures & Equipment	08/24/2006	03/01/2021	2,454.17	2,454.17
Junk/Parts	12000446	LAPTOP:APPLE MACBOOK PRO 17 "	Furniture,Fixtures & Equipment	01/26/2012	03/01/2021	2,538.00	2,538.00

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Clay County Public Schools
Monthly Deletion Report
For Month Ending: 03/31/2021

Disposal Method	Tag	Description	Acquisition Date	Disposal Date	Purchase Amount	Depreciation Value
					4,992.17	5,053.17

Total Furniture	Total Vehicles	Total Audio Visual	Total Software	Totals for Deletion Report	
94,068.60	205,877.80	0.00	0.00	299,946.40	293,513.73

Note:FEBRUARY 2021 DELETIONS

Disposal Method Descriptions:

JUNK/PARTS - Part(s) of an asset are used and remainder of part(s) are sold, recycled or disposed

TRADE-IN - Vendor issues a credit towards a new purchase

THEFT/VANDALISM - Items stolen or broken (police report attached)

MISSING - Items lost and are not found during property inventory (Annually)

SURPLUS SALE - Items that are outdated, not working or obsolete. Items are either sold, recycled or disposed

ENTERED IN ERROR- Not used

TRANSFER/DONATION - From Clay County District to an Outside Agency (Approved by Board or Superintendent)

DESTROYED - Fire/Natural Disaster, etc.

THRESHOLD (ex. $750 TO $1000)

DRAFT

April 1, 2021 - Regular School Board Meeting

Title

C20 - Contract Renewal - County-Wide Architectural Services up to $2 Million

Description

Renew Contract as required per FS 287, DOE 6A-1.012 and School Board Policy
County-Wide Architectural Services: Architect/Engineer Agreement: Contract Period is April 2, 2021 through April 2, 2022. The contract period is for 1 year and is the first renewal option.

Gap Analysis

The District requires contractors to provide services to ensure our ??facilities and equipment are maintained and functional. The District requires vendors to provide products to ensure our students and staff receive the items to meet their needs.

Previous Outcomes

Original Contract was Board approved and has been used successfully during the past term to provide quality services and products to the district.

Expected Outcomes

Upon approval by the Board; we expect the contractors and vendors? to continue providing quality services and products at the same terms and conditions as when the original Bid were awarded.

Strategic Plan Goal

Goal 2; Strategy 2.4; Ensure effective and efficient use of resources for fiscal stability.

Recommendation

Extend renewal as follows:
County-Wide Architectural Services: Architect/Engineer Agreement:

- -Brian Boatright Architect, Inc., 914 Plainfield Avenue, Orange Park, FL 32074
- -Bhide and Hall Architects, P.A., 1329 Kingsley Ave Ste C, Orange Park, FL 32073
- -Ebert Norman Brady Architects, 1361 13th Ave S., Suite 230, Jacksonville Beach, FL 32250
- -Kasper Architects and Associates, 10175 Fortune Parkway, #701, Jacksonville, FL 32256

Contact

Dr. Susan Legutko, Assistant Superintendent for Business Affairs, Phone: (904)336-6721, Email: susan.legutko@myoneclay.net

Financial Impact

All funding necessary for the Architectural fees resulting from this contract are budgeted within the Educational Facilities Plan. Fiscal impact will be based on the budget of the individual projects.

Review Comments

Attachments

DRAFT

April 1, 2021 - Regular School Board Meeting

Title

C21 - BID Renewal

Description

Renew BID as required per FS 287, DOE 6A-1.012 and School Board Policy
a. Ramp Systems and Stair Systems Bid #17-F-226: Contract Period is June 1, 2021 through May 31, 2022. The contract period is for 1 year and is the final renewal option for Bid.
b. Flooring Services - County Wide Bid #17-MA-311: Contract Period is June 1, 2021 through May 31, 2022. The contract period is for 1 year and is the final renewal option for Bid.

Gap Analysis

The District requires contractors to provide services to ensure our ??facilities and equipment are maintained and functional. The District requires vendors to provide products to ensure our students and staff receive the items to meet their needs.

Previous Outcomes

Original Bid was Board approved and has been used successfully during the past term to provide quality services and products to the district.

Expected Outcomes

Upon approval by the Board; we expect the contractors and vendors? to continue providing quality services and products at the same terms and conditions as when the original Bid were awarded.

Strategic Plan Goal

Goal 2; Strategy 2.4; Ensure effective and efficient use of resources for fiscal stability.

Recommendation

Extend renewal as follows:
a. Ramp Systems and Stair Systems Bid #17-F-226:

-G&A Manufacturing, 6587 State Road 21, Keystone Heights, FL 32656

b. Flooring Services County Wide Bid #17-MA-311:

-Teal Tile and Carpet Inc., Post Office Box D, Starke, FL 32091

Contact

Dr. Susan Legutko, Assistant Superintendent for Business Affairs, Phone: (904)336-6721, Email: susan.legutko@myoneclay.net

Financial Impact

a. Ramp Systems and Stair Systems Bid #17-F-226: The total estimated expenditure for the final 1 year contract renewal is $75,000.00 from General Revenue.

b. Flooring Services County Wide Bid #17-MA-311: The total estimated expenditure for the final 1 year contract renewal is $300,000.00 from General and Capital Revenue.

Review Comments

Attachments

DRAFT

April 1, 2021 - Regular School Board Meeting

Title

C22 - Schematic/Preliminary/Final (Phase I, II, and III) Plans and Specifications for Lakeside Junior High School Restroom Renovations, Building 5

Description

Each phase or combination of phases is submitted to the School Board for review and approval. The plans have received staff review and are complete to Schematic/Preliminary/Final (Phase I, II, and III) stage.

Gap Analysis

N/A

Previous Outcomes

Individual departments have the opportunity to express needs during plan review in order to design a project that will meet user's expectations.

Expected Outcomes

Schematic, Preliminary and Final Plan review allows for participation from a variety of departments to ensure any program changes are incorporated into the design.

Strategic Plan Goal

Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation

Approve Schematic/Preliminary/Final (Phase I, II, and III) Plans and Specifications for the Lakeside Junior High School Restroom Renovations, Building 5.

Contact

Bryce Ellis, Interim Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net,

David Kramer, Project Manager, (904) 336-6849, david.kramer@myoneclay.net

Financial Impact

As budgeted in the Educational Facilities Plan for $200,000.00. The architect's cost estimate is $55,000.00.

Review Comments

Attachments

DRAFT

April 1, 2021 - Regular School Board Meeting

Title

C23 - Elementary School “R” Architect Contract Award

Description

According to School Board Policy, State Requirements for Educational Facilities and Florida Statues, an architect is required to be appointed for this project. DOE encourages reuse of existing plans where appropriate as a cost saving measure. Florida Statues and State Board Rules allow an appointment to an architectural firm on a reuse basis as long as the original project design being reused was advertised accordingly. This is a reuse of the Plans and Specifications for Rideout, Coppergate, and Discovery Oaks Elementary Schools.

Gap Analysis

N/A

Previous Outcomes

Architects have been appointed in the past.

Expected Outcomes

Appoint an Architect for Elementary School “R.”

Strategic Plan Goal

Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation

Appoint Bhide and Hall Architects, P.A., at a fee of 4.3% of the construction cost for Elementary School “R” Architectural Services.

Contact

Bryce Ellis, Interim Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net,

David Kramer, Project Manager, (904) 336-6849, david.kramer@myoneclay.net

Financial Impact

All funding necessary for the Architectural fees resulting from this contract are budgeted within the Educational Facilities Plan.

The District’s estimated construction cost is $21,500,000.00. The architectural fees are estimated to be $924,500.00.

Review Comments

Attachments

Elementary R Architect Award.pdf

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AGREEMENT
BETWEEN THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA
AND
ARCHITECT/ENGINEER

THIS AGREEMENT made this **1st** day of **April** in the year **2021** between the SCHOOL BOARD OF CLAY COUNTY, FLORIDA, hereinafter called the OWNER, and **Bhide & Hall Architects, P.A., 1329-C Kingsley Avenue, Orange Park, FL 32073** hereinafter called the ARCHITECT/ENGINEER,

That WHEREAS OWNER intends to **develop plans and specifications, bid, and provide construction administration/inspections for Elementary School "R" (Green Cove Springs Area),** hereinafter called the PROJECT, and

WHEREAS the ARCHITECT/ENGINEER affirms he/she is properly qualified and licensed to render the professional services required by this Agreement in the State of Florida and the County of Clay.

NOW, THEREFORE, the OWNER and the ARCHITECT/ENGINEER for the consideration of provisions, mutual promises, covenants and conditions hereinafter set forth or recited, agree as follows:

I. The ARCHITECT/ENGINEER agrees to perform, for the above named project, professional services as herein set forth and in accordance with the GENERAL TERMS AND CONDITIONS of this AGREEMENT.

II. THE OWNER agrees to compensate the ARCHITECT/ENGINEER for professional services rendered in accordance with the GENERAL TERMS AND CONDITIONS of this AGREEMENT as follows:

A. Fees for Basic Services as set forth in the GENERAL TERMS AND CONDITIONS OF THIS AGREEMENT shall be based on: **4.3% of the construction cost.**

B. Period of Service: The ARCHITECT/ENGINEER shall commence work on the date of this contract and shall complete the Schematic/Preliminary Design Phases prior to **October 1, 2021** and the Final Design Phase prior to **December 31, 2021**. The time schedules for each Phase will be mutually agreed to and attached to this contract.

C. For the ARCHITECT/ENGINEER'S Additional Services (as described in the GENERAL TERMS AND CONDITIONS), a fee computed as described below. Consideration for payment must include a time log documenting the hours per individual and indicate the task involved.

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1. Principal's time for the Architect/Engineer and the Architect/Engineer's consultants shall be at a fixed rate not to exceed one hundred sixty dollars ($160.00) per hour. For the purpose of this Agreement, the Principals are limited to one (1) person from the Architect/Engineer and one (1) person from each of the Architect/Engineer's consultants. The principals are identified as follows: **Robert McVeigh**.

2. Employees' time computed at a multiple of two and one-half (2-1/2) times the direct payroll cost for the particular employee. (Not to exceed $120.00 per hour.)

D. For Travel beyond the confines of Clay County, performed at the request of and for the sole benefit of the OWNER, and not otherwise required in performing the services contracted for, the OWNER shall reimburse the ARCHITECT/ENGINEER for travel and per diem in accordance with the allowance authorized for employees of THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA, at the time travel is performed.

III. The ARCHITECT/ENGINEER certifies that his/her wage rates, unit costs and other factual data which may have been furnished to the OWNER to support the compensation are accurate, complete, and current at the time of entering into this Agreement. It is also mutually understood between the ARCHITECT/ENGINEER and the OWNER that the original fee and any additions thereto shall be adjusted within one year following the end of this Agreement to exclude any significant sums wherein the OWNER determines the fee was increased due to inaccurate, incomplete or non-current wage rates, unit costs and other factual data which may have been furnished by the ARCHITECT/ENGINEER.

IV. The ARCHITECT/ENGINEER warrants that he/she has not employed or retained any company or person, other than a bona fide employee working solely for the ARCHITECT/ENGINEER, to solicit or secure this Agreement, and that he/she has not paid or agreed to pay any person, company, corporation, individual or firm, other than a bona fide employee working solely for the ARCHITECT/ENGINEER, any fee, commission, percentage, gift, or any other consideration, contingent upon or resulting from the award or making of this Agreement.

V. The ARCHITECT/ENGINEER and OWNER agree that the GENERAL TERMS AND CONDITIONS of the AGREEMENT, pages four through eighteen, revised June 30, 2019, are hereby made a part of this Agreement as is included herein.

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IN WITNESS WHEREOF the parties hereto have executed this AGREEMENT the day and year first above written.

THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA

By: _____
BOARD CHAIRPERSON

WITNESSES (As to School Board)

_____

_____

By: _____
ARCHITECT/ENGINEER

WITNESSES (As to Architect/Engineer)

_____

_____

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GENERAL TERMS AND CONDITIONS OF AGREEMENT BETWEEN THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA AND ARCHITECT/ENGINEER

ARTICLE I

RESPONSIBILITIES OF THE ARCHITECT/ENGINEER

A. The Architect/Engineer shall apply the reasonable and proper skills, judgment and care which are customary and normal to professional practice. He/she shall adhere to approvals granted during the various stages of the work for all aspects of planning, exterior and interior design, structural systems, and proposed materials, and will not incorporate any significant deviation from such approvals without written approval by the Owner .

B. Approvals by the Owner, the State Department of Education or other governmental authority of any of the plans, drawings, specifications or other work performed under this Agreement shall be deemed to be an approval of the scheme as a whole and of the general features of such plans, drawings, specifications, documents or other work only. Such approvals shall not relieve the Architect/Engineer of responsibility for the sufficiency, practicability of details, except for such features therefore upon which the Owner has specifically instructed or overruled the Architect/Engineer in writing, and to which modification the Architect/Engineer has specifically objected in writing.

C. The Architect/Engineer shall comply with all directives and instructions issued by the Owner and shall incorporate them into the Project if within the terms of this Agreement. He/she shall further comply with the State Requirements for Educational Facilities (SREF) of the State Board of Education and building codes applicable to the construction of school plants in Clay County, Florida in effect at the time of entering into this Agreement.

D. The Architect/Engineer shall retain at his/her expense professional engineers and other qualified consultants acceptable to the Owner as advisors for the structural, air conditioning, mechanical, electrical, sanitation, and civil engineering portions of the Project as necessitated by its scope. Each such consultant shall be listed on the cover sheet of the final plans.

E. The Architect/Engineer shall advise the Owner of the necessity for conducting soil borings, tests and other necessary operations for determining subsoil, air and water conditions. Geotechnical, hydrological, consumptive use, and other necessary testing services may be separately contracted by the Owner to the Engineering firm of its choice.

F. The Architect/Engineer will be responsible for all permitting requirements from any governmental agency pertaining to storm water treatment and/or retention, potable water, except consumptive use, and sewage treatment systems. The above permitting requirements shall be included within the basic services rendered by the Architect/Engineer. All other permitting requirements shall not be included in the basic services and shall be separately compensated in a lump sum method mutually agreed to in writing between the Architect/Engineer and the Owner's designee.

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G. The Basic Services to be rendered by the Architect/Engineer consist of the following:

1. Phase I Documents, Schematics

a. Based on the Owner's designee statement of the requirements of the Project, the Architect/Engineer shall prepare Schematic Design studies consisting of drawings and other documents illustrating the scale and relationship of Project components. He/she shall continue this process until one schematic is selected by the Owner or their designee.

b. The Architect/Engineer shall, during this phase, analyze as necessary the major aspects of State Board of Education requirements, requisite building codes, methods of providing utilities service, types of mechanical systems, and other appropriate factors having major effect on the Project. The analyses shall be directed toward compliance with applicable standards and developing cost/benefit alternatives.

c. The Schematic Design and analyses performed per Article I.G.1 a. & b. above shall be presented together with a Statement of Probable Construction Costs to the Owner's designee for decisions as necessary and approval.

d. The Architect/Engineer shall be available for School Board presentation of Schematic Plans.

2. Phase II Documents, Preliminaries

a. The Architect/Engineer shall prepare from the approved Schematic Design Document the Preliminary Documents to fix and describe the size and character of the entire Project as to structural, mechanical, and electrical systems, materials and such other essentials as may be appropriate.

b. The Architect/Engineer shall submit completed Preliminary Documents to the Owner together with a further statement of Probable Construction Cost. The probable construction costs shall be subdivided into architectural, civil, mechanical, and electrical costs.

c. The Architect/Engineer shall be available for School Board presentation of preliminary plans.

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3. Phase III Documents, Finals

a. The Architect/Engineer shall prepare from the approved Preliminary Documents the Final Documents (working drawings and specifications) setting forth in detail the requirements for the construction of the Project.

b. The Architect/Engineer shall exercise the standard of professional care generally required of Architects and Engineers in his/her efforts to comply with codes, regulations, ordinances, and laws in effect as of the date of this contract.

c. Documents shall be prepared with professional care. The various portions of the Work shall be checked, one against the other, to provide compatibility and, where conflicts may arise, drawings of adequate scale and detail to explain anticipated conditions shall be furnished. Professional attention to the detail necessary to achieve such coordination and accuracy shall be provided.

d. The Architect/Engineer shall not, except with the written permission of the Owner, knowingly specify for the Project, or use terms which imply the requirements of any article, product, material, fixtures, form or type of construction which limits or restricts competition to a specific brand, type, or style as to which monopoly exists, or which is the exclusive property of any firm or group of firms.

e. The Architect/Engineer shall furnish with Final Documents any adjustments to previous statements of Probable Construction Costs.

f. The Architect/Engineer shall ensure that all mandatory Plan Review comments are satisfied to the Code Enforcement Department in a timely manner.

g. The Architect/Engineer shall include in Final Documents the requirement that the Contractor maintain in current status during the course of construction, drawings showing the status of the construction as it is constructed. He shall further require that the Contractor forward the completed "as built" drawings with the final Application for Payment.

h. The Architect/Engineer shall be available for School Board presentation of Final Documents.

i. The Architect/Engineer shall not include in any documents a provision for arbitration of any claims or disputes arising out of the construction contract.

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4. Bidding Phase

a. The Architect/Engineer shall be responsible for the development of bid advertisements for all addendums, bid clarifications, development of bid tabulations, attendance at bid opening, and for attendance at the School Board meeting of contract award.

b. The Architect/Engineer shall prepare the bid documents for a base bid and alternate bids as may be necessary and/or appropriate. The base bid should constitute the original intent of the project and the project budget. Alternates are for those items which are not deemed absolutely necessary to the project at the time of award. The Architect/Engineer will be reimbursed through seventy percent (70%) of the design fees for all tasks completed through the Final Design stage. The Architect/Engineer will further receive five percent (5%) of their fees for bidding any component of the bid proposal be it base bid or alternates. Further, the Architect/Engineer will receive twenty-five percent (25%) of his/her fee for contract administration on all components of the bid awarded by the Owner.

Should the Owner, for whatever reason, not award a base bid and/or alternates and the base bid did not exceed the final budgeted amount by more than ten percent (10%), the Architect/Engineer will receive compensation based upon the amount known at the time of bid opening. This compensation will be equal to the phase completed; be it design, bidding or construction administration. If the Owner later rebids the same project, compensation will be based upon the amount awarded regardless of the previous bids known values except the first bidding phase will be maintained on the original bid amount.

If, during the time from the original bid to the rebid, additional permitting is required due entirely to the time span. Costs for additional permitting shall be agreed to in advance and covered under Article III "Mutual Responsibilities."

c. If the lowest bona fide Base bid taken exceeds the final budgeted amount by more than 10%, the Owner, may accept the proposal, or may require the Architect/Engineer to change the Documents, at the Architect/Engineer's expense, to reduce the cost to an amount within the budget plus 10%. It shall be understood that changes in scope or quality will be approved, in advance in writing, by the Owners. In the event it becomes necessary to reject all bids and change the Documents due to the design costing more than 10% of the final budgeted amount, the Architect/Engineer shall bear the cost of all prints necessitated by the change, including those for rebidding purposes.

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5. Construction Phase

a. The construction phase may only be commenced after all contract, bond, and insurance requirements have been met, and will be commenced thereafter with an "Official Notice to Proceed" from the Owner.

b. The Architect/Engineer shall provide Administration of the Construction Contract as set forth in the General, Supplemental, and Special Conditions of the Contract and the extent of his/her duties and responsibilities and the limitations of his/her authority as assigned thereunder shall not be modified without his/her written consent.

c. The Architect/Engineer, as the representative of the Owner during the Construction Phase, shall advise and consult with the Owner's designee, and act on behalf of Owner to the extent provided in the General Conditions unless otherwise modified in writing.

d. The Architect/Engineer shall at all times have access to the work wherever it is in preparation or progress.

e. The Architect/Engineer shall make routine visits to the site to familiarize his/her self generally with the progress and quality of the work and to determine in general if the Work is proceeding in accordance with the Contract Documents. On the basis of his/her on-site observations, he/she shall endeavor to guard against defects and deficiencies in the Work of the Contractor. The Architect/Engineer shall not be required to make exhaustive or continuous on-site inspections but shall be required to make visits at least once per week. It shall also be required of the Architect's/Engineer's consultants, retained per Article I, Paragraph D, to make regular site visits in order to observe the work in progress as often as necessary to guard against defects and deficiencies and to observe testing of all equipment and systems. The Architect/Engineer as well as the consultants shall be required to submit progress reports to the Owner's designee on a monthly basis stating any observed contract deficiencies, the percentage completion, construction procedures or other general information that might be necessary to keep an accurate and updated file. The Architect/Engineer shall not be responsible for construction means, methods, techniques, sequences, or procedures, or for safety precautions and programs in connection with the Work, and shall not be responsible for the Contractor's failure to carry out the Work in accordance with the Contract Documents, unless any such failure is due to negligence of the Architect/Engineer in the performance of his/her responsibilities.

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f. Based on such observations at the site and on the Contractor's Application for Payment, the Architect/Engineer shall determine the amount owing to the Contractor and shall certify payment in such amounts. The issuance of a Certificate for Payment shall constitute a representation by the Architect/Engineer to the Owner, based on his/her observations at the site as provided in Article I.G.5.e. above, and on the data comprising the Application for Payment that the Work has progressed to the point indicated; that to the best of his/her knowledge, information and belief the quality of the Work is in accordance with the Contract Documents (subject to an evaluation of the Work as a whole upon Substantial Completion to the results of any subsequent tests required by the Contract Documents, to minor deviations from the Contract Documents correctable prior to completion, and to any specific qualifications stated in the Certificate for Payment); and that the Contractor is entitled to payment in the amount certified. By issuing a Certificate of Payment, the Architect/Engineer shall not be deemed to represent that he has made any examination to ascertain how and for what purpose the Contractor has used the monies previously paid on account of the Contract Sum.

g. The Architect/Engineer shall review the "as built" drawings as being correct to the best of his/her knowledge and belief, and shall forward them to the Owner with the Certificate for Final Payment.

h. The Architect/Engineer shall be, in the first instance, the interpreter of the requirements of the Contract Documents and the impartial judge of the performance thereunder by both the Owner and Contractor relating to the execution and progress of the Work and on all other matters or questions relating thereto.

i. The Architect/Engineer shall have authority to reject Work which does not conform to the Contract Documents. Whenever, in his/her reasonable opinion, he/she considers it necessary or advisable to ensure the proper implementation of the intent of the Contract Documents, he/she has authority to require special inspection or testing of any work in accordance with the provisions of the Contract Documents whether or not such work be then fabricated, installed or completed. He/she shall advise the Owner's designee to require the Contractor to stop the Work whenever in his/her reasonable opinion it may be necessary for the proper performance of the contract. The Architect/Engineer shall not be liable to the Owner for the consequences of any decision made by him/her in good faith either to exercise or not to exercise his/her authority to reject Work, unless such decision was made negligently.

j. The Architect/Engineer shall review and approve shop drawings, samples, and other submissions of the Contractor for conformance with the design concept of the Project and for compliance with the information given in the

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Contract Documents. All such submissions will be reviewed expeditiously to avoid delay of the Work. The Architect/Engineer shall maintain a transmittal log for shop drawings and other submissions requiring Architect/Engineer approval. This log is to have the description of the submittal, date it was received, date it was approved or disapproved, reason for disapproval and a date sent back to the Contractor.

k. During the Construction Phase the Architect/Engineer or his/her designee shall attend Construction Conferences with the Contractor as required by the Owner's designee for the purpose of coordinating details of the Project.

l. Changes in the Project affecting cost, time or substitution regardless of character or magnitude, shall be authorized by Change Order only, in consultation with the Owner or their designee.

m. The Architect/Engineer shall be compensated at the basic services rate as identified in Paragraph II. A. for all work occasioned by the preparation of change orders resulting from (1) the Owner's or their designee requests; (2) errors in the information furnished to the Architect/Engineer by the Owner or their designee; (3) revisions to other governmental agency rules after the project was bid; or (4) other circumstances not within the Architect/Engineer's control, including the Contractor's operations. Change orders shall always be considered on an additive basis for the Architect/Engineer. While deductive change orders are not common, the Architect/Engineer shall not have his/her basic service fees reduced as a result of a deductive change order, or deductive change order item within an additive change order.

n. The Architect/Engineer shall not be compensated for the work occasioned by preparation of Change Orders resulting from the Architect's/Engineer's negligence.

o. The Owner shall pay for material, equipment or work only if such material, equipment or work is approved by the Owner, in the form of a Change Order and such material, equipment, or work is not a direct result of negligence on behalf of the Architect/Engineer. In the case of negligence, extra costs to the Owner for corrections or modifications, or for demolition or removal of installed Work which must be replaced because of negligence of the Architect/Engineer shall be assessed to the Architect/Engineer.

p. The Architect/Engineer shall not be responsible for the acts or omission of the Contractor, or any Subcontractor's agents or employees, or any other persons performing any of the Work, unless negligent in failing to properly perform his/her duties and responsibilities as set forth in this Agreement.

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6. Project Completion

a. The Architect/Engineer shall at the time of substantial completion of the project, conduct an inspection and prepare a list of tasks needed to complete the work (substantial punch list). Substantial completion shall be defined as: A Certificate of Occupancy has been issued and the Facility/Project can be occupied and utilized for its intended purpose. All safety items are fully operational including: intercom, fire alarm, emergency lighting, emergency generation systems, water plant and sewage treatment plant are approved by the appropriate permitting agencies and are operational.

b. The Architect/Engineer shall be responsible for identifying whether the contractor has attained substantial completion in accordance with project timelines as amended by change order. This shall be established in writing by the Architect/Engineer to the Owner's or their designee.

c. The Architect/Engineer shall at the time of final completion of the project, conduct an inspection and prepare a list of tasks needed to complete the Work (final punch list). The Architect/Engineer shall at the time of final completion, confirm that the items on the substantial punch list are complete and establish any items that would be classified as warranty. The Architect/Engineer shall confirm that all systems and sub-systems are fully operational. The date of final completion shall be established by the Architect/Engineer in writing to the Owner's or their designee.

d. The Architect/Engineer shall, upon final completion of the Project, including correction of the discrepancies on the substantial punch list and final punch list, prepare a Certificate of Final Inspection and submit to the Owner's designee. The Architect/Engineer shall furnish such other Certificates as may be required by State laws and regulations.

e. The Architect/Engineer shall require the contractor to develop operation and instructional manuals for the project. These manuals shall be thoroughly reviewed by the Architect/Engineer, and shall include all guarantees, bonds and related documents. The Architect/Engineer shall submit the as-built drawings (prepared by the Contractor and reviewed by Architect/Engineer), the operation and instruction manuals, the final application for payment, and other requirements to the Owner's designee. The Architect/Engineer shall require the contractor to certify to their correctness in writing.

f. The Architect/Engineer shall, at the completion of the Project, certify that, to the best of his/her knowledge, information and belief, the Project has been constructed in accordance with the Contract Documents, approved

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Change Orders, Chapter 1013 Florida Statutes and State Requirements for Educational Facilities (SREF) and appropriate codes in effect at the time.

g. The Architect/Engineer shall, if requested, accompany the representative of the Owner on an inspection of the Project at a date not less than 30 days prior to the date of expiration of the Contractor's guarantee, for the purpose of preparing a list of deficiencies that the Contractor is to correct under the conditions of the warranties and guarantees. The Owner shall schedule this inspection and require the contractor to be present.

7. Additional Responsibilities

a. In the event of malfunctioning of building systems or failure of building components (during the warranty one year period), the Architect/Engineer shall investigate to determine the cause(s) without delay using the resources of his/her office, the consultants originally retained and such other consultants as he/she may elect to retain. On completion of the investigation he/she will report his/her findings, conclusions and recommendations for corrective action to the Owner.

b. In the event of continued malfunctioning of building systems or failure of building components (during the warranty one year period), the cause(s) for which cannot be determined, an independent consultant may be retained to investigate the problem, determine causes and recommend corrective action. Consultant services shall be obtained as follows:

(1) The Owner shall notify the Architect/Engineer in writing of the conditions of malfunctioning and/or failure, the facts and circumstances of remedies attempted, and shall request that consultant services be provided.

(2) The Architect/Engineer may conduct additional investigations to determine the causes(s) of deficiency.

(3) Alternatively the Architect/Engineer may retain an independent consultant acceptable to the Owner to conduct the requisite investigation.

(4) In the event action is not taken by the Architect/Engineer per Article I G 7c (2) and (3) above within 15 days of his/her receipt of the Owners written notification, the Owner may retain an independent consultant to investigate the problem.

(5) The Owner shall compensate independent consultants directly, whether retained by the Board or by the Architect/Engineer. The

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Architect/Engineer and Owner may agree on the findings of the independent consultants or jointly agree to submit the question to arbitration under Florida Statutes.

c. During the Contractor's one (1) year warranty period, the Architect/Engineer shall lend assistance to the Owner as needed to correct design deficiencies resulting from negligence of the Architect/Engineer. The corrective work shall include redesign, preparation of documents, and other work necessary for the award of a contract to correct deficiencies.

d. Should any claim or action be brought against the Owner, related directly to the professional services provided by the Architect/Engineer under this Agreement, the Architect/Engineer shall render reasonable assistance to the Owner.

e. The Architect/Engineer agrees to indemnify and hold harmless the Clay County School Board , Clay County, Florida from all loss, liability, claims, or expense including reasonable attorneys' fees, from bodily injury including death or property damage to any person or persons directly resulting from the negligence of the Architect/Engineer.

ARTICLE II

RESPONSIBILITIES OF THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA

A. The Owner shall provide the requirements of educational planning specifications for the Project, to include the scope, functional standards and material criteria to be attained.

B. The Owner shall appoint an employee to function as its single designee in all dealings between the Owner and the Architect/Engineer. The Architect/Engineer shall be entitled to rely on all instructions and the information furnished by the designee of the Owner issued in writing.

C. The Owner shall, in consultation with the Architect/Engineer, make the necessary budgetary revisions to accommodate any significant changes in educational planning specifications, scope, functional standards and/or material criteria directed by the Owner during the design process.

D. The Owner shall have the ultimate responsibility for obtaining approval by the State Department of Education for the program, for any desired deviation from mandatory standards, for Documents and for any other matter not within the scope of Basic and Additional Services of the Architect/Engineer.

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E. The Owner shall furnish a certified land survey of the site giving, as applicable, grades and lines of streets, alleys, pavements, and adjoining property; right-of-way, restrictions, easements encroachments, zoning deed restrictions, boundaries, elevations and contours of the site, limits of any wetlands, locations, dimensions and complete data pertaining to existing building, other improvements and trees, and full information concerning available service and utility lines both public and private, above and below grade, including inverts and depths.

F. The Owner shall furnish the services of a soils engineer or other consultant when such services are deemed necessary by the Architect/Engineer, including reports, test borings, test pits soil bearing values, percolation tests, air and water pollution tests, ground corrosion and resistively tests, and other necessary operations for determining subsoil, air and water conditions, with appropriate professional interpretations thereof.

G. The Owner shall furnish structural, mechanical, chemical and other laboratory tests, inspections and reports as required by law or the Contract Documents.

H. The Owner shall furnish such legal accounting and insurance counseling services as may be necessary for the Project, and such auditing services as it may require to ascertain how or for what purposes the Contractor has used the monies paid to him/her under the Construction Contract.

I. The services, information, surveys and reports required shall be furnished at the expense of the Owner and the Architect/Engineer shall be entitled to rely upon the accuracy and completeness thereof.

J. The Owner shall pay all fees for regulatory permitting.

K. For each new site, the Owner shall furnish a current environmental assessment which will address any environmental constraints on the site, such as wetlands, protected wildlife species, and/or other factors which may affect use of the site.

L. If the Owner observes or otherwise becomes aware of any fault or defect in the Project or nonconformance with the Contract Documents, it shall give prompt written notice thereof to the Architect/Engineer.

M. The Owner shall furnish information required of it as expeditiously as necessary for the orderly progress of the Work.

N. The Owner shall furnish the Architect Engineer all approvals, changes, modifications and other instructions affecting the Work in writing.

O. The Owner shall cooperate with and participate in the user orientation as appropriate on the request of the Architect/Engineer.

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ARTICLE III

MUTUAL RESPONSIBILITIES

A. If any of the following Additional Services shall be required of the Architect/Engineer and cause the Architect/Engineer extra expense, the Owner's designee and the Architect/Engineer shall agree in writing before the services are performed as to the amount and method of compensation. Additional services shall not be defined as any work provided for within approved change orders.

1. Providing design services relative to future facilities, systems, and equipment which are not intended to be constructed as part of the Project.

2. Providing services to verify the accuracy of drawings or other information furnished by the Owner.

3. Providing interior design and other services required for or in connection with the selection of furniture and furnishings.

4. Making major revisions in Drawings, Specifications or other Documents when such revisions are inconsistent with written approvals or instructions previously given and are due to cause beyond the control of the Architect/Engineer.

5. Providing consultation concerning replacement of any Work damaged by fire or other cause during construction, and furnishing professional services as may be required in connection with the replacement of such Work.

6. Providing professional services made necessary by the default of the Contractor in the performance of the Construction Contract.

7. Providing Contract Administration and observation of construction after the Construction Contract Time has been exceeded or extended by more than twenty-five percent (25%) beyond the original. Extensions through change order are considered as part of the original construction time except time extensions due to weather, pauses in the work and other causes beyond the control of the Architect/Engineer, including the contractor's failure to complete the project on time.

8. Preparing to service or serving as an expert witness in connection with any public hearing, arbitration proceedings or legal proceeding.

9. Providing any other services not otherwise included in this Agreement or not customarily furnished in accordance with generally accepted architectural or engineering practice.

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B. Payments for Basic Services shall be submitted on the School Board's Standard Payment Form and shall be made in proportion to services performed so that the compensation at the completion of each Phase shall equal the following percentages of the total basic fee:

Schematic Design Phase	10%
Preliminary Development Phase	30%
Final Documents Phase	70%
Bidding Phase	75%
Construction Phase	100%

C. Payments for change orders shall be included with basic service payments but identified separately. Change orders increase the project scope which in turn increases the basic services. Change orders shall not be considered as additional services.

D. Payments for Additional Services of the Architect/Engineer in accordance to Article III A (1)-(9) shall be made monthly upon presentation of a statement. Additional services shall be invoiced separately by the Architect/Engineer and a detailed summary of the additional services performed shall be submitted.

E. No deduction shall be withheld from the Architect/Engineer's fee on account of penalty or liquidated damages withheld from payments to Contractors.

F. Should the Owner find it necessary to abandon or suspend, in whole or in part, a project during the design phase which is under contract with an Architect/Engineer, the Architect/Engineer is to be paid for the services rendered at the time of suspension or abandonment. Such payment shall constitute final payment for that service.

G. Reinstatement of a Project abandoned or suspended shall be subject to the following conditions:

1. The Owner shall be given full credit for the Work completed.

2. The fee payable for completion of the Work shall be the unpaid amount of the lump sum fee originally agreed upon for the Project, and adjusted in accordance with current fee and any additional fee due to the changes in scope of the Project.

3. Compensation for Additional Services occasioned by changes in the scope of the Project or revisions in Work completed prior to abandonment or suspension shall be the subject of specific agreement between the Owner and Architect/Engineer at the time the Project is reinstated.

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H. The numbers of documents required and their ownership are:

1. Documents shall be reproduced for bidding and construction purposes in such form and number as the Owner's designee may direct. Documents furnished for the bidding process may be partially reimbursed by prospective bidder deposit. The Architect/Engineer shall provide at no cost to the successful Contractor, six (6) complete sets of documents.

2. The Owner will require two (2) copies each of the Schematic Design Phase, Preliminary Design Phase, and Final Design Phase. These documents shall be furnished to the Owner by the Architect/Engineer at his/her expense. All documents shall be signed and sealed.

3. The Owner shall reimburse the Architect/Engineer for the actual cost of prints and printing required over and above the number of copies provided for under the preceding paragraphs, except for those sets printed for the use of the Architect/Engineer and his/her consultants for the purpose of bidding and construction.

I. Records of Architect/Engineer's Direct Personnel, Consultant and Reimbursable Expenses pertaining to the Project, and records of accounts between the Owner and the Contractors, shall be available to the Owner's designee at mutually convenient times.

J. This Agreement may be terminated by either party upon seven (7) days written notice should the other party fail substantially to perform in accordance with its terms through no fault of the other. In the event of termination due to the fault of others than the Architect/Engineer, the Architect/Engineer shall be paid his/her compensation for services performed to termination date, including travel then due, and all terminal expenses.

K. The Owner and the Architect/Engineer each binds his/her self, his/her partners, successors, assigns and legal representatives of such other party with respect to all covenants of this Agreement. Neither the Owner nor the Architect/Engineer shall assign, sublet or transfer his/her interest in this Agreement without the written consent of the other.

L. It is understood that this is a contract for professional services of the Architect/Engineer hereinbefore named or his/her qualified representative. If, for any reason, the Architect/Engineer is unable to perform the service under this Agreement, the Owner shall have the right either to name or approve the Architect/Engineer selected to complete the performance of this Agreement. The Architect/Engineer shall be liable for any reasonable additional costs occasioned to the Owner thereby.

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M. This Agreement represents the entire and integrated agreement between the School Board of Clay County, Florida and the Architect/Engineer and supersedes all prior negotiations, representations or agreements, either written or oral. This Agreement may be amended only by written instruments signed by both The School Board of Clay County, Florida and Architect/Engineer.

DRAFT

April 1, 2021 - Regular School Board Meeting

Title

C24 - Middleburg High School Restroom Renovations Contract Award

Description

This project is listed in the Educational Facilities Plan (EFP). The selection was conducted in accordance with Florida Statute 287.055. The project was advertised for three (3) consecutive weeks with The Clay Today. The bid opening was held March 17, 2021 at 2:00 p.m. The project had ____ (_) bidders which met the bid requirements.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

Completion of restroom renovations.

Strategic Plan Goal

Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation

Award the construction contract to _____, the low bidder meeting specifications the base bid in the amount of $_____.

Contact

Bryce Ellis, Interim Assistant Superintendent Operations, (904) 336-6853, bryce.ellis@myoneclay.net;

David Kramer, Project Manager, (904) 336-6849, david.kramer@myoneclay.net

Financial Impact

These funds are available and budgeted in the Educational Facilities Plan.

Review Comments

Attachments

DRAFT

April 1, 2021 - Regular School Board Meeting

Title

C25 - Pre-Qualification of Contractors

Description

Section 1013.46 of Florida Statutes requires School Boards to pre-qualify contractors prior to their being able to bid on construction projects for the district. The rules for pre-qualification are stipulated in the State Requirements for Educational Facilities (SREF). The attached list identifies the contractors to be approved this month. As this is an annual requirement, the attached list may contain both new contractors and contractors seeking to renew their pre-qualification status. Per Florida Statutes, only those contractors currently pre-qualified at the time of bidding may bid on a School Board construction project.

Gap Analysis

Contractor Pre-Qualification is an annual requirement.

Previous Outcomes

Expected Outcomes

CCDS complies with contractor pre-qualification as required by Florida Statutes and SREF (State Requirements for Educational Facilities).

Strategic Plan Goal

Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation

Approve the attached Contractor Pre-qualification list.

Contact

Bryce Ellis, Interim Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net

Financial Impact

None.

Review Comments

Attachments

Table for Board Backup Contractor Prequal, 4.1.21.pdf

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SBCC PRE-QUALIFIED CONTRACTORS

The following contractors are being submitted to the School Board for Contractor Pre-Qualification approval having met all requirements of Chapter 1013.46 F. S., as determined by the Pre-Qualification Committee consisting of Bryce Ellis, Phil Hans, Bertie Staefe, Chris Deely-Isais and Beth Clark. The pre-qualification certification is valid for one year from the end of the month in which Board approval is obtained.

COMPANY	TRADE CATEGORY	BOND LIMIT	EXPIRATION DATE
Childers Roofing & Sheet Metal, Inc	Roofing Contractor	$15,000,000.00	April 30, 2022
Culpepper Construction Company, Inc.	General Contractor	$300,000,000.00	April 30, 2022
General Mechanical Corporation	General, Mechanical, Roofing, Solar, and Underground Utility & Excavation Contractor	$20,000,000.00	April 30, 2022
Jeff's Excavating, Inc.	Underground Utility & Excavation Contractor	$300,000.00	April 30, 2022
Midstate Electric of Ocala, LLC	Electrical Contractor	$15,000,000.00	April 30, 2022

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April 1, 2021 - Regular School Board Meeting

Title

D1 - Human Resources Special Action A

Description

Florida Statutes (F.S. 1012.22(1)(9f), State Board Rules and Clay County School Board Policies require Board notification and/or action regarding decisions and recommendations of the Superintendent related to Personnel matters.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

N/A

Strategic Plan Goal

Goal 5: Develop and support great educators, support personnel, and leaders.

Recommendation

Approve the action as presented.

Contact

Brenda G. Troutman, Assistant Superintendent for Human Resources (904) 336 6701 Brenda.Troutman@myoneclay.net

Financial Impact

None

Review Comments

Attachments

Special Action A 4.1.2021.pdf (Confidential)

DRAFT

April 1, 2021 - Regular School Board Meeting

Title

D2 - Human Resources Special Action B

Description

Florida Statutes (F.S. 1012.22(1)(9f), State Board Rules and Clay County School Board Policies require Board notification and/or action regarding decisions and recommendations of the Superintendent related to Personnel matters.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

N/A

Strategic Plan Goal

Goal 5: Develop and support great educators, support personnel, and leaders.

Recommendation

Approve the action as presented.

Contact

Brenda G. Troutman, Assistant Superintendent for Human Resources (904) 336 6701 Brenda.Troutman@myoneclay.net

Financial Impact

None

Review Comments

Attachments

DRAFT

April 1, 2021 - Regular School Board Meeting

Title

D3 - Public Hearing and Vote to Approve as Advertised the Adoption of 2020-21 English Language Arts Materials

Description

The Pre-selection adoption committee was composed of teacher representatives from each school and subject area. These certified Clay County District Schools teachers vetted materials for the considered courses using a comprehensive rubric that aligned curricula to materials. The committee met on January 4, 2021 and thoroughly reviewed available curriculum options from the state adoption list. The teams worked to apply rigorous alignment criteria using evaluation tools provided by the Instructional Resources Department and District Curriculum Specialists to each selection to determine the top products that would best meet the needs of the students of Clay County.

In order to finalize the vetting process and produce a final selection, all English Language Arts teachers were asked to provide feedback about the top choices and the ability of each to meet the needs of their students. In an effort to be as transparent as possible, the surveys provided detailed information about each product being considered. Feedback was due to the Instructional Resources Office by January 31st to allow the District Committee to meet to review feedback and recommendations.

The products selected for each subject are posted on the Instructional Resources page of the District's website. The public is encouraged to view the products and express their individual comments and/or concerns about each one.

Florida State Statute 1006.283 requires an open, noticed school board hearing to receive public comment on the recommended instructional materials. The publication of notice allows CCDS to meet this requirement.

Gap Analysis

Instructional Materials for this subject were adopted during the 2015 Adoption year.

Previous Outcomes

Statute requires a district to adopt within two years of the State's adoption year. F.S. 1006.283 Requires a public hearing to be posted in a publication 28 calendar days prior to the event in order for the public to be made fully aware of the District's intentions.

Expected Outcomes

These materials would provide the teachers of Clay County current, quality, and aligned materials to enable them the ability to deliver and plan engaging lessons, and provide students with the resources to maximize learning and increase student outcomes.

Strategic Plan Goal

Goal: 1: Develop Great Educators and Leaders

Strategy: 1.1: Develop a high quality and aligned instructional system.

Recommendation

That the Clay County School Board approve the adoption of the recommended English Language Arts materials.

Contact

Roger Dailey, Chief Academic Officer, 904.336.6904 roger.dailey@myoneclay.net

Financial Impact

Estimated Cost $4,500,000.00 in Instructional Materials Funding

Review Comments

Attachments

- 2020-21 ELA Adoption District Committee Recommendations - Core ELA Materials.pdf
- 6-12 Preselection Committee Reviews.pdf
- K-5 Preselection Committee Reviews.pdf

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2020-2021 English Language Arts District Committee Recommendations

Grade	Course Title	Course Number	Publisher	Title	PUBLIC ACCESS LINKS TO STUDENT MATERIALS		
					Direct Link	User Name	Password
K	Language Arts Kindergarten	5010041	Savvas Learning Company, LLC	Florida myView Literacy Grade K	https://learning.savvas.com/myViewFLGrK	N/A	N/A
1	Language Arts Grade 1	5010042	Savvas Learning Company, LLC	Florida myView Literacy Grade 1	https://learning.savvas.com/myViewFLGr1	N/A	N/A
2	Language Arts Grade 2	5010043	Savvas Learning Company, LLC	Florida myView Literacy Grade 2	https://learning.savvas.com/myViewFLGr2	N/A	N/A
3	Language Arts Grade 3	5010044	Savvas Learning Company, LLC	Florida myView Literacy Grade 3	https://learning.savvas.com/myViewFLGr3	N/A	N/A
4	Language Arts Grade 4	5010045	Savvas Learning Company, LLC	Florida myView Literacy Grade 4	https://learning.savvas.com/myViewFLGr4	N/A	N/A
5	Langauge Arts Grade 5	5010046	Savvas Learning Company, LLC	Florida myView Literacy Grade 5	https://learning.savvas.com/myViewFLGr5	N/A	N/A
6	M/J Language Arts 1	1001010	Savvas Learning Company, LLC	myPerspectives Florida English Language Arts, Grade 6	https://learning.savvas.com/myPerspectivesFLGr6	N/A	N/A
7	M/J Language Arts 2	1001040	Savvas Learning Company, LLC	myPerspectives Florida English Language Arts, Grade 7	https://learning.savvas.com/myPerspectivesFLGr7	N/A	N/A
8	M/J Language Arts 3	1001070	Savvas Learning Company, LLC	myPerspectives Florida English Language Arts, Grade 8	https://learning.savvas.com/myPerspectivesFLGr8	N/A	N/A
9	English 1	1001310	Savvas Learning Company, LLC	myPerspectives Florida English Language Arts, English I	https://learning.savvas.com/myPerspectivesFLGr9	N/A	N/A
10	English 2	1001340	Savvas Learning Company, LLC	myPerspectives Florida English Language Arts, English II	https://learning.savvas.com/myPerspectivesFLGr10	N/A	N/A
11	English 3	1001370	Savvas Learning Company, LLC	myPerspectives Florida English Language Arts, English III	https://learning.savvas.com/myPerspectivesFLGr11	N/A	N/A
12	English 4	1001400	Savvas Learning Company, LLC	myPerspectives Florida English Language Arts, English IV	https://learning.savvas.com/myPerspectivesFLGr12	N/A	N/A

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Preselection Committee Reviews

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Members were comprised of content area specialists, coaches, and teachers

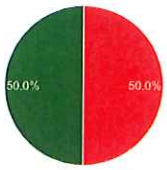
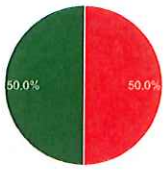
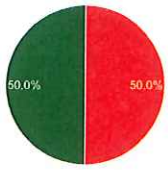
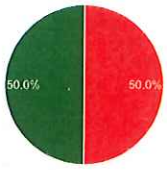
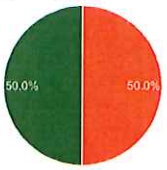
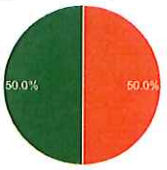
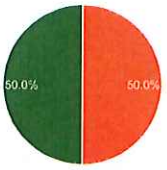
6-12
ELA

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Detail ☐ Average Calculation

Detail ☑ Pie chart View Results

Hide ☐ Show Scores

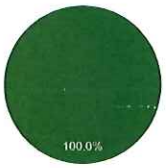
		FL Mirrors & Windows: Connecting with Literature - Grade 6 - Carnegie Learning, Inc.	FL Mirrors & Windows: Connecting with Literature - Grade 7 - Carnegie Learning, Inc.	FL Mirrors & Windows: Connecting with Literature - Grade 8 - Carnegie Learning, Inc.	6-8 Course Group_Wit & Wisdom FL Edition (5-year Bundle) - Great Minds PBC	Amplify ELA Florida Edition, Grades 6-8 - Amplify Education, Inc
1.	Science of Reading for 6-12 ELA	Carnegie Learning, Inc.  • Very poor/no alignment • Fair alignment	Carnegie Learning, Inc.  • Very poor/no alignment • Fair alignment	Carnegie Learning, Inc.  • Very poor/no alignment • Fair alignment	Great Minds PBC  • Very poor/no alignment • Fair alignment	Amplify Education, Inc  • Very poor/no alignment
1.	For the grades for which the program is submitted, the program must include evidence of alignment to ESSA Evidence Level 1, 2, 3 or 4. Tier 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies. Tier 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies. Tier 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias). Tier 4 – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.	Carnegie Learning, Inc.  • Very poor/no alignment Community Member Very poor/no alignment No evidence of an ESSA score in the products provided or on the evidenceforessa.org website.	Carnegie Learning, Inc.  • Very poor/no alignment Community Member Very poor/no alignment No evidence of an ESSA score in the products provided or on the evidenceforessa.org website.	Carnegie Learning, Inc.  • Very poor/no alignment Community Member Very poor/no alignment No evidence of an ESSA score in the products provided or on the evidenceforessa.org website.	Great Minds PBC  • Very poor/no alignment Community Member Very poor/no alignment No evidence of an ESSA score in the products provided or on the evidenceforessa.org website.	Amplify Education, Inc  • Very poor/no alignment Community Member Very poor/no alignment There is no ESSA score available through them or on the evidenceforessa.org website
2.	The program provides evidence of grounding in conceptual research and theoretical models with reference to research articles and websites.	Carnegie Learning, Inc.  • Fair alignment Community Member Fair alignment	Carnegie Learning, Inc.  • Fair alignment Community Member Fair alignment	Carnegie Learning, Inc.  • Fair alignment Community Member Fair alignment	Great Minds PBC  • Fair alignment Community Member Fair alignment	Amplify Education, Inc  • Very poor/no alignment Community Member Very poor/no alignment
2.	Sequential Instruction (Scope and Sequence)	Carnegie Learning, Inc.  • Poor alignment • Fair alignment	Carnegie Learning, Inc.  • Poor alignment • Fair alignment	Carnegie Learning, Inc.  • Poor alignment • Fair alignment	Great Minds PBC  • Poor alignment • Fair alignment	Amplify Education, Inc  • Fair alignment
1.	There is a detailed scope and sequence including a list of specific skills taught, a sequence for teaching the skills over the course of the year, and a timeline showing when skills are taught (by week, month, unit).	Carnegie Learning, Inc.  • Fair alignment Community Member Fair alignment	Carnegie Learning, Inc.  • Fair alignment Community Member Fair alignment	Carnegie Learning, Inc.  • Fair alignment Community Member Fair alignment	Great Minds PBC  • Fair alignment Community Member Fair alignment	Amplify Education, Inc  • Fair alignment Community Member Fair alignment
2.	The scope and sequence for a skill within a grade shows a clear	Carnegie Learning, Inc.	Carnegie Learning, Inc.	Carnegie Learning, Inc.	Great Minds PBC	Amplify Education, Inc

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progression from easier to harder.



• Fair alignment



• Fair alignment



• Fair alignment



• Fair alignment



• Fair alignment

3. Advanced skills are not introduced before students have been taught prerequisite skills.

Community Member
Fair alignment
Carnegie Learning, Inc.



• Poor alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Poor alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Poor alignment

Community Member
Fair alignment
Great Minds PBC



• Poor alignment

Community Member
Fair alignment
Amplify Education, Inc



• Fair alignment

4. The scope and sequence articulates when skills are taught across grades.

Community Member
Poor alignment
Carnegie Learning, Inc.



• Poor alignment

Community Member
Poor alignment
Carnegie Learning, Inc.



• Poor alignment

Community Member
Poor alignment
Carnegie Learning, Inc.



• Poor alignment

Community Member
Poor alignment
Great Minds PBC



• Poor alignment

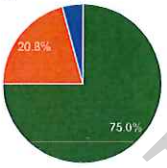
Community Member
Fair alignment
Amplify Education, Inc



• Fair alignment

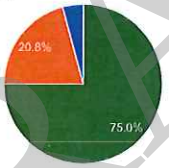
3. ELA B.E.S.T. Standards: English Language Arts Curriculum Alignment

Community Member
Poor alignment
Carnegie Learning, Inc.



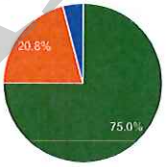
• Poor alignment
• Fair alignment
• Good alignment

Community Member
Poor alignment
Carnegie Learning, Inc.



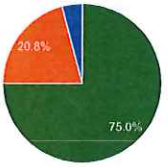
• Poor alignment
• Fair alignment
• Good alignment

Community Member
Poor alignment
Carnegie Learning, Inc.



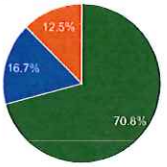
• Poor alignment
• Fair alignment
• Good alignment

Community Member
Poor alignment
Great Minds PBC



• Poor alignment
• Fair alignment
• Good alignment

Community Member
Fair alignment
Amplify Education, Inc



• Poor alignment
• Fair alignment
• Good alignment

5. Reading Prose and Poetry Indicators

a. Materials include a sufficient number of prose and poetry that allow students to build grade specific knowledge of literary elements.

Carnegie Learning, Inc.



• Fair alignment

Carnegie Learning, Inc.



• Fair alignment

Carnegie Learning, Inc.



• Fair alignment

Great Minds PBC



• Fair alignment

Amplify Education, Inc



• Fair alignment

6. Reading Prose and Poetry Indicators

b. Materials support instruction that teaches students to understand and analyze prose and poetry to determine theme.

Community Member
Fair alignment
Carnegie Learning, Inc.



• Poor alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Poor alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Poor alignment

Community Member
Fair alignment
Great Minds PBC



• Poor alignment

Community Member
Fair alignment
Amplify Education, Inc



• Good alignment

7. Reading Prose and Poetry Indicators

c. Materials support instruction that teaches students to understand and analyze various perspectives and points of view for prose and poetry with increasing complexity.

Community Member
Poor alignment
Carnegie Learning, Inc.



• Fair alignment

Community Member
Poor alignment
Carnegie Learning, Inc.



• Fair alignment

Community Member
Poor alignment
Carnegie Learning, Inc.



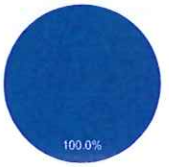
• Fair alignment

Community Member
Poor alignment
Great Minds PBC



• Fair alignment

Community Member
Good alignment
Amplify Education, Inc



• Good alignment

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8.

Reading Prose and Poetry Indicators

d. Instructional opportunities are frequently built into the materials for student to practice and achieve reading fluency, that is, to read on-level prose and poetry with accuracy, rate, appropriate to the text, and expression.

Community Member	Community Member	Community Member	Community Member	Community Member
Fair alignment	Fair alignment	Fair alignment	Fair alignment	Good alignment
Carnegie Learning, Inc.	Carnegie Learning, Inc.	Carnegie Learning, Inc.	Great Minds PBC	Amplify Education, Inc
				
100.0%	100.0%	100.0%	100.0%	100.0%
• Fair alignment	• Fair alignment	• Fair alignment	• Fair alignment	• Fair alignment

9.

Reading Informational Text Indicators

a. Specific texts are included in materials for teaching various text structures to support comprehension and careful reading of informational text.

Community Member	Community Member	Community Member	Community Member	Community Member
Fair alignment	Fair alignment	Fair alignment	Fair alignment	Fair alignment
Carnegie Learning, Inc.	Carnegie Learning, Inc.	Carnegie Learning, Inc.	Great Minds PBC	Amplify Education, Inc
				
100.0%	100.0%	100.0%	100.0%	100.0%
• Fair alignment	• Fair alignment	• Fair alignment	• Fair alignment	• Fair alignment

10.

Reading Informational Text Indicators

b. Materials support instruction that teaches students to identify and describe or explain ideas (central idea) for informational text in a progressively more complex manner.

Community Member	Community Member	Community Member	Community Member	Community Member
Fair alignment	Fair alignment	Fair alignment	Fair alignment	Fair alignment
Carnegie Learning, Inc.	Carnegie Learning, Inc.	Carnegie Learning, Inc.	Great Minds PBC	Amplify Education, Inc
				
100.0%	100.0%	100.0%	100.0%	100.0%
• Fair alignment	• Fair alignment	• Fair alignment	• Fair alignment	• Good alignment

11.

Reading Informational Text Indicators

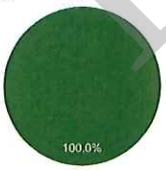
c. Materials support instruction that teaches student to understand and analyze various purposes and perspectives for informational text with increasing complexity.

Community Member	Community Member	Community Member	Community Member	Community Member
Fair alignment	Fair alignment	Fair alignment	Fair alignment	Fair alignment
Carnegie Learning, Inc.	Carnegie Learning, Inc.	Carnegie Learning, Inc.	Great Minds PBC	Amplify Education, Inc
				
100.0%	100.0%	100.0%	100.0%	100.0%
• Fair alignment	• Fair alignment	• Fair alignment	• Fair alignment	• Good alignment

12.

Reading Informational Text Indicators

d. Materials contain questions and tasks that require students to use text-based evidence to make arguments with increasing complexity.

Community Member	Community Member	Community Member	Community Member	Community Member
Fair alignment	Fair alignment	Fair alignment	Fair alignment	Good alignment
Carnegie Learning, Inc.	Carnegie Learning, Inc.	Carnegie Learning, Inc.	Great Minds PBC	Amplify Education, Inc
				
100.0%	100.0%	100.0%	100.0%	100.0%
• Fair alignment	• Fair alignment	• Fair alignment	• Fair alignment	• Good alignment

13.

Reading Across Genres Indicators

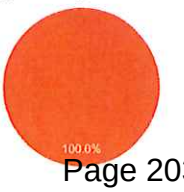
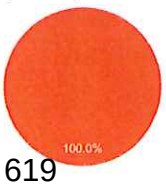
a. Materials include instruction for students to understand figurative language, word relationships, and nuances in word meaning in the contextual framework of various genres.

Community Member	Community Member	Community Member	Community Member	Community Member
Fair alignment	Fair alignment	Fair alignment	Fair alignment	Good alignment
Carnegie Learning, Inc.	Carnegie Learning, Inc.	Carnegie Learning, Inc.	Great Minds PBC	Amplify Education, Inc
				
100.0%	100.0%	100.0%	100.0%	100.0%
• Poor alignment	• Poor alignment	• Poor alignment	• Poor alignment	• Fair alignment

14.

Reading Across Genres Indicators

b. Materials include instruction for students to understand how to paraphrase and summarize content from grade-level texts with increasing complexity.

Community Member	Community Member	Community Member	Community Member	Community Member
Poor alignment	Poor alignment	Poor alignment	Poor alignment	Fair alignment
Carnegie Learning, Inc.	Carnegie Learning, Inc.	Carnegie Learning, Inc.	Great Minds PBC	Amplify Education, Inc
				
100.0%	100.0%	100.0%	100.0%	100.0%

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	• Poor alignment	• Poor alignment	• Poor alignment	• Poor alignment	• Fair alignment
	Community Member Poor alignment Carnegie Learning, Inc.	Community Member Poor alignment Carnegie Learning, Inc.	Community Member Poor alignment Carnegie Learning, Inc.	Community Member Poor alignment Great Minds PBC	Community Member Fair alignment Amplify Education, Inc
15. Reading Across Genres Indicators c. Materials support instruction that teaches students to compare and contrast or analyze information within and across genres with increasing complexity. In secondary grade levels, literary time periods are addressed.					
	• Poor alignment	• Poor alignment	• Poor alignment	• Poor alignment	• Fair alignment
	Community Member Poor alignment Carnegie Learning, Inc.	Community Member Poor alignment Carnegie Learning, Inc.	Community Member Poor alignment Carnegie Learning, Inc.	Community Member Poor alignment Great Minds PBC	Community Member Fair alignment Amplify Education, Inc
16. Reading Across Genres Indicators In grades 6-12, materials present the opportunity to evaluate, analyze, explain and/or identify rhetorical devices. Rhetorical devices are defined and explained.					
	• Fair alignment	• Fair alignment	• Fair alignment	• Fair alignment	• Fair alignment
	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Great Minds PBC	Community Member Fair alignment Amplify Education, Inc
18. Communicating Through Writing Indicators b.Materials support instruction that teaches students how to create narratives with increasing complexity.					
	• Fair alignment	• Fair alignment	• Fair alignment	• Fair alignment	• Fair alignment
	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Great Minds PBC	Community Member Fair alignment Amplify Education, Inc
19. Communicating Through Writing Indicators c. Materials support instruction that teaches students how to express opinions and make claims with increasing complexity. Materials support instruction that teaches students how to express opinions and make claims with increasing complexity. In grades 6-12, argumentative writing instruction includes teaching students write from multiple sources. In grades 7-12, instruction includes teaching students to create a counterclaim.					
	• Fair alignment	• Fair alignment	• Fair alignment	• Fair alignment	• Poor alignment
	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Great Minds PBC	Community Member Poor alignment Amplify Education, Inc
20. Communicating Through Writing Indicators d. Materials support instruction that teaches students how to create expository texts with increasing complexity. In grades 6-12, expository writing instruction includes teaching students to write from multiple sources.					
	• Fair alignment	• Fair alignment	• Fair alignment	• Fair alignment	• Fair alignment
	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Great Minds PBC	Community Member Fair alignment Amplify Education, Inc
21. Communicating Through Writing Indicators e.Materials support instruction that teaches students how to improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers with increasing complexity.					
	• Fair alignment	• Fair alignment	• Fair alignment	• Fair alignment	• Fair alignment
	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Great Minds PBC	Community Member Fair alignment Amplify Education, Inc
22. Communicating Orally Indicators					

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a. Materials support instruction that teaches students how to present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation with increasing complexity.



• Fair alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



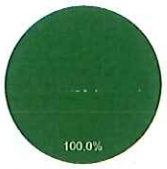
• Fair alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Fair alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Fair alignment

Community Member
Fair alignment
Great Minds PBC



• Poor alignment

Community Member
Poor alignment
Amplify Education, Inc

23.

Following Conventions Indicators

a. Materials support instruction that teaches students grade-appropriate conventions. See Conventions Progression Chart



• Fair alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Fair alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Fair alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Fair alignment

Community Member
Fair alignment
Great Minds PBC



• Fair alignment

Community Member
Fair alignment
Amplify Education, Inc

24.

Researching Indicators

a. Materials include extensive practice with short, focused research projects that allow students to have multiple experiences with the research process throughout the year and facilitate development of the ability to conduct research independently.



• Fair alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Fair alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Fair alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Fair alignment

Community Member
Fair alignment
Great Minds PBC



• Poor alignment

Community Member
Poor alignment
Amplify Education, Inc

25.

Creating and Collaborating Indicators

a. Materials include activities for students to use multimedia elements to enhance oral or written tasks with increasing complexity.



• Fair alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Fair alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Fair alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Fair alignment

Community Member
Fair alignment
Great Minds PBC



• Fair alignment

Community Member
Fair alignment
Amplify Education, Inc

26.

Creating and Collaborating Indicators

b. Materials include activities for students to use digital writing tools individually or collaboratively to plan, draft, and revise writing with increasing complexity.



• Poor alignment

Community Member
Poor alignment
Carnegie Learning, Inc.



• Poor alignment

Community Member
Poor alignment
Carnegie Learning, Inc.



• Poor alignment

Community Member
Poor alignment
Carnegie Learning, Inc.



• Poor alignment

Community Member
Poor alignment
Great Minds PBC



• Fair alignment

Community Member
Fair alignment
Amplify Education, Inc

27.

Find Meaning Indicators

a. Materials include activities for students to acquire and use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.



• Fair alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Fair alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Fair alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Fair alignment

Community Member
Fair alignment
Great Minds PBC



• Fair alignment

Community Member
Fair alignment
Amplify Education, Inc

28.

Find Meaning Indicators

b.Materials provide instruction on the structure of words and parts of words, such as stems, root words, prefixes, and suffixes to determine meanings of words and phrases in grade-level content.



• Fair alignment



• Fair alignment



• Fair alignment



• Fair alignment



• Fair alignment

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29.

Find Meaning Indicators

c.Materials provide students with ample opportunities to use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

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• Good alignment

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• Good alignment

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• Good alignment

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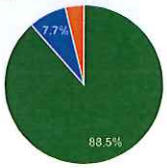


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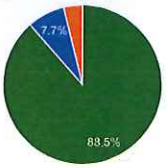
Addressing the Needs of All Learners

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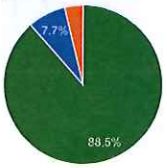
• Poor alignment
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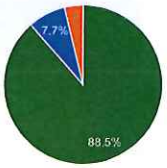
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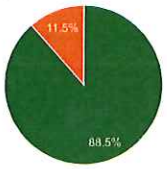
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• Poor alignment
• Fair alignment

1.

DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION)

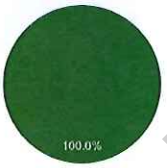
a. Materials provide lessons to support the teacher with planning for differentiated instruction (includes suggested language, questions, pacing, scaffolding strategies, etc.).

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• Fair alignment

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• Fair alignment

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• Fair alignment

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• Fair alignment

2.

DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION)

b. Questions and tasks support the development of academic language and content-based vocabulary.

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The differentiation materials are very similar to worksheets. There are just lists of questions, not true engagement activities.

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• Fair alignment

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Fair alignment

The differentiation materials are very similar to worksheets. There are just lists of questions, not true engagement activities.

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Fair alignment

The differentiation materials are very similar to worksheets. There are just lists of questions, not true engagement activities.

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The differentiation materials are very similar to worksheets. There are just lists of questions, not true engagement activities.

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• Poor alignment

3.

DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION)

c. Materials are flexible enough that teachers can use their own student data to make instructional decisions.

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• Fair alignment

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• Fair alignment

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• Fair alignment

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• Fair alignment

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• Fair alignment

4.

DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION)

d. Language supports/scaffolds are aligned to academic tasks and address the four domains of language.

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• Fair alignment

5.

DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION)

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e. Texts include a variety of genres and culturally relevant text types.



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• Good alignment

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• Good alignment

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• Good alignment

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• Fair alignment

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6.

DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION)

f. Materials provide multiple means of representation including but not limited to pictures, graphs, videos, graphic organizers, hands-on/kinesthetic activities, etc.



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7.

DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION)

g. Lessons and materials are available for differentiating instruction for students who are having difficulty or need enrichment.



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• Poor alignment

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• Poor alignment

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• Poor alignment

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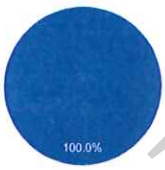
• Fair alignment

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8.

ELL Instructional Support

a. Multilingual, culturally relevant resources are available in various languages, in print or digital format (at minimum in Spanish, Haitian-Creole, and Portuguese).



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• Good alignment

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• Fair alignment

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9.

ELL Instructional Support

b. Materials provide multiple opportunities for extended academic discourse (oral and written) through richly developed diverse text-dependent and text-specific questions.



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10.

ELL Instructional Support

c. Lessons specify the necessary academic language and vocabulary to master the concepts without sacrificing the grade-level content, the rigor, or the home language.



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11.

ELL Instructional Support

d. Materials specify the language demands and challenges students may encounter at different levels of standard English language proficiency and opportunities for teachers to address those challenges along the progression of language acquisition. (preferably at the lesson level)



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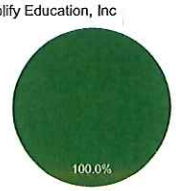
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12.

ELL Instructional Support

e. All student, teacher, and support materials are cognizant of non-translated words from students' Native languages and make an effort to preserve their origin and meaning.

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• Fair alignment

13.

ELL Instructional Support

f. Differentiation and support are provided for supporting English Learners, students who are having difficulty, and those who need acceleration. Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g. alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.)

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14.

ESE Instructional Support

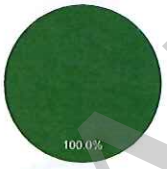
a. Aligned modified standards (Florida Access Points) are identified in teacher resource materials and lesson plans at point of use (in print or digital format).

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15.

ESE Instructional Support

b. Instructional strategies, materials, and resources for teachers of gifted students are provided.

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16.

ESE Instructional Support

c. Materials, resources, and ancillary materials provide support for language comprehension (support for clearly defining critical vocabulary including photos, images, symbolic representation, teaches vocabulary in ways that promote connection to learners and prior knowledge, etc.).

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17.

ESE Instructional Support

d. Materials, resources, and ancillary materials address the needs of learners through a variety of scaffolding methods that can be gradually released.

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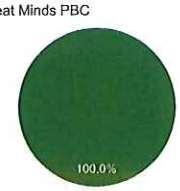
• Poor alignment

18.

ESE Instructional Support

e. Materials and resources include explicit, systematic, and

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	multisensory reading instruction in phonological awareness and phonics instruction for students who continue to struggle with foundational skills in grades K to 5.	 • Fair alignment	 • Fair alignment	 • Fair alignment	 • Fair alignment	 • Poor alignment
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19.	Cultural Awareness Instructional Support a. Materials and resources are rich in cultural diversity and relatable to students of various backgrounds. Materials use multiple and diverse examples that do not marginalize students. The examples speak across gender, cultures, socioeconomic status, age, and religion.	 • Fair alignment	 • Fair alignment	 • Fair alignment	 • Fair alignment	 • Fair alignment
		Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Great Minds PBC	Community Member Fair alignment Amplify Education, Inc
20.	Cultural Awareness Instructional Support b. Instructional materials and resources should specifically include a variety of culturally relevant teaching strategies to support the learning of African/Hispanic/Latino descent students.	 • Fair alignment	 • Fair alignment	 • Fair alignment	 • Fair alignment	 • Fair alignment
		Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Great Minds PBC	Community Member Fair alignment Amplify Education, Inc
21.	Cultural Awareness Instructional Support c. Materials and resources should include texts written by and about people of African/Hispanic/Latino descent, and be free from racial, linguistic, and gender stereotypes. Content intentionally includes authors of diverse backgrounds and discusses contributions made by historically underrepresented groups.	 • Fair alignment	 • Fair alignment	 • Fair alignment	 • Fair alignment	 • Fair alignment
		Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Great Minds PBC	Community Member Fair alignment Amplify Education, Inc
22.	Cultural Awareness Instructional Support d. Culturally infused resources support the teacher with opportunities to engage and motivate a diversity of ideas and perspectives amongst diverse student populations, through active learning and collaboration, taking into consideration language proficiency levels.	 • Fair alignment	 • Fair alignment	 • Fair alignment	 • Fair alignment	 • Fair alignment
		Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Great Minds PBC	Community Member Fair alignment Amplify Education, Inc
23.	Cultural Awareness Instructional Support e. All materials use intentional inclusive language and do not include stereotypes or value judgments concerning gender, race, ethnicity, or ability.	 • Fair alignment	 • Fair alignment	 • Fair alignment	 • Fair alignment	 • Fair alignment
		Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Great Minds PBC	Community Member Fair alignment Amplify Education, Inc
24.	Cultural Awareness Instructional Support f. The voices of people from different cultures,genders, sexualities, and with differing abilities are heard and not just spoken about by others.	 • Fair alignment	 • Fair alignment	 • Fair alignment	 • Fair alignment	 • Fair alignment

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25.

Cultural Awareness Instructional Support

g. The discussion portions of the curriculum encourage students to bring their worlds and experiences to bear on the discussions at hand.

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26.

Social Emotional Learning (SEL) Instructional Support

a. Lessons infuse Casel's Social Emotional Learning competencies (Self Awareness, Social Awareness, Responsible Decision Making, Self-Management, and Relationship Skills).

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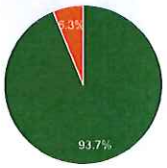


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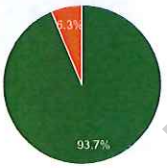
High Quality Instruction and Assessment: Unit Design, Text Sets, Questions, and Tasks

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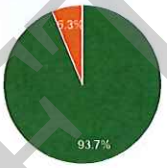
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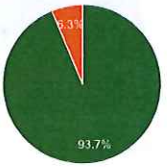
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1.

Units and lessons are designed to build around topics and/or enduring understandings, and allow for multiple and varied opportunities to engage in texts including lessons that infuse opportunities to enhance instruction with technology, keeping in mind the digital divide.

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• Fair alignment

2.

Most units and lessons are designed to build student knowledge of the text(s) and topic through integration of the standards but not through exclusive or isolated focus on skills or individual standards (through drawing, dictating, writing, speaking or a combination, as appropriate).

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3.

Materials provide frequent opportunities and protocols for evidence-based discussions (small group, peer-to-peer, whole class) that encourage the modeling and use of academic vocabulary and syntax.

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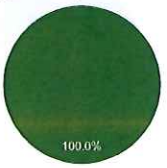
4.

Materials support students' listening and speaking about what they are reading (or listening to through read alouds) and researching (shared projects) with relevant follow-up questions and supports. Materials support the teacher with ways to check for understanding.

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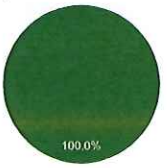
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5.

Materials include explicit instruction of the grammar and conventions/language standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.











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6.

Formative and Summative assessments clearly denote which standards are being emphasized, as well as interpretive guidance for teachers to monitor progress and provide interventions. There are a variety of assessments and item types, including performance tasks involving unique problem solving situations. Scoring rubrics are included, when appropriate. Assessment opportunities include multiple means of representation/modalities (Performance Tasks, Project Based Learning, Speeches, Presentations, etc.) Materials support the teacher with ways to check for understanding.

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7.

Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographic).

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8.

Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or in a language other than English, with extensive opportunities to work with grade level text and meet or exceed grade-level standards. Materials include 1/3 of the B.E.S.T. Standards Book List Correlation, and are represented in grade level instructional materials.











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9.

Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.











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10.

Materials include regular opportunities for writing which is text-based to support recall of information, opinions with reasons, and relevant information appropriate for the grade level. Resources provide a variety of engagement strategies (cooperative learning structures, turn and talk, collaborative learning opportunities, etc.).











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Great Minds PBC

Community Member
Fair alignment
Amplify Education, Inc

11.

DRAFT

Materials include a balance of literacy content, with 50% literary text and 50% informational text.



• Fair alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Fair alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Fair alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Fair alignment

Community Member
Fair alignment
Great Minds PBC



• Fair alignment

Community Member
Fair alignment
Amplify Education, Inc

12. Lessons include the gradual release model.



• Fair alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Fair alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Fair alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Fair alignment

Community Member
Fair alignment
Great Minds PBC



• Fair alignment

Community Member
Fair alignment
Amplify Education, Inc

13. Routines include language for the teacher to introduce, define, or explain new skills through demonstration and modeling before students are asked to perform skills.



• Fair alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Fair alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Fair alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Fair alignment

Community Member
Fair alignment
Great Minds PBC



• Fair alignment

Community Member
Fair alignment
Amplify Education, Inc

14. Materials include a culminating review based on standards mastery.



• Fair alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Fair alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Fair alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Fair alignment

Community Member
Fair alignment
Great Minds PBC



• Fair alignment

Community Member
Fair alignment
Amplify Education, Inc

15. There are multiple opportunities for students to practice new skills with instruction for the teacher to give immediate corrective feedback.



• Fair alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Fair alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Fair alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Fair alignment

Community Member
Fair alignment
Great Minds PBC



• Fair alignment

Community Member
Fair alignment
Amplify Education, Inc

16. The content is written to the correct skill level of the standards and benchmarks in the course.



• Fair alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Fair alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Fair alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Fair alignment

Community Member
Fair alignment
Great Minds PBC



• Fair alignment

Community Member
Fair alignment
Amplify Education, Inc

6. Digital Platform



• Fair alignment



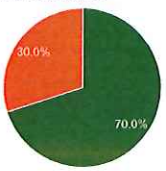
• Fair alignment



• Fair alignment



• Fair alignment



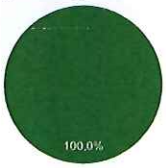
• Poor alignment
• Fair alignment

DRAFT

1. The digital materials are well-designed with a user-friendly layout and organization that takes into account effective lesson structure and pacing.	Carnegie Learning, Inc.  • Fair alignment	Carnegie Learning, Inc.  • Fair alignment	Carnegie Learning, Inc.  • Fair alignment	Great Minds PBC  • Fair alignment	Amplify Education, Inc  • Poor alignment
2. The digital student resources include ample review and practice resources, clear directions, and explanation beyond the print version.	Community Member Fair alignment Carnegie Learning, Inc.  • Fair alignment	Community Member Fair alignment Carnegie Learning, Inc.  • Fair alignment	Community Member Fair alignment Carnegie Learning, Inc.  • Fair alignment	Community Member Fair alignment Great Minds PBC  • Fair alignment	Community Member Poor alignment Amplify Education, Inc  • Fair alignment
3. The digital materials contain teacher's edition with ample and useful annotations and suggestions on how to present the content to students on a digital platform by embedding technology to support and enhance student learning.	Community Member Fair alignment Carnegie Learning, Inc.  • Fair alignment	Community Member Fair alignment Carnegie Learning, Inc.  • Fair alignment	Community Member Fair alignment Carnegie Learning, Inc.  • Fair alignment	Community Member Fair alignment Great Minds PBC  • Fair alignment	Community Member Fair alignment Amplify Education, Inc  • Poor alignment
4. The digital materials contain built-in differentiation and scaffold supports such as annotation tools, text-to-speech, speech-to-text, etc.	Community Member Fair alignment Carnegie Learning, Inc.  • Fair alignment	Community Member Fair alignment Carnegie Learning, Inc.  • Fair alignment	Community Member Fair alignment Carnegie Learning, Inc.  • Fair alignment	Community Member Fair alignment Great Minds PBC  • Fair alignment	Community Member Poor alignment Amplify Education, Inc  • Poor alignment
5. The digital materials contain a teacher's edition that contains full, adult-level explanations on how to substitute, augment, modify, and redefine (SAMR) content on a digital platform to support and enhance student learning.	Community Member Fair alignment Carnegie Learning, Inc.  • Fair alignment	Community Member Fair alignment Carnegie Learning, Inc.  • Fair alignment	Community Member Fair alignment Carnegie Learning, Inc.  • Fair alignment	Community Member Fair alignment Great Minds PBC  • Fair alignment	Community Member Poor alignment Amplify Education, Inc  • Fair alignment
6. The digital materials include publisher-produced alignment documentation of the B.E.S.T. Standards addressed by specific questions, tasks, and assessment items.	Community Member Fair alignment Carnegie Learning, Inc.  • Fair alignment	Community Member Fair alignment Carnegie Learning, Inc.  • Fair alignment	Community Member Fair alignment Carnegie Learning, Inc.  • Fair alignment	Community Member Fair alignment Great Minds PBC  • Fair alignment	Community Member Fair alignment Amplify Education, Inc  • Fair alignment
7. The digital materials contain a teacher's edition with built in professional development and/or online support for teacher content and pedagogy growth and development.	Community Member Fair alignment Carnegie Learning, Inc.  • Fair alignment	Community Member Fair alignment Carnegie Learning, Inc.  • Fair alignment	Community Member Fair alignment Carnegie Learning, Inc.  • Fair alignment	Community Member Fair alignment Great Minds PBC  • Fair alignment	Community Member Fair alignment Amplify Education, Inc  • Fair alignment

DRAFT

8. The digital materials contain strategies for informing all stakeholders, including students, parents, or caregivers about the digital ELA/literacy program and suggestions for how they can help support student progress and achievement.

Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Great Minds PBC	Community Member Fair alignment Amplify Education, Inc
				
• Fair alignment	• Fair alignment	• Fair alignment	• Fair alignment	• Fair alignment

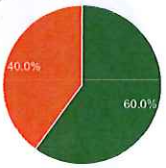
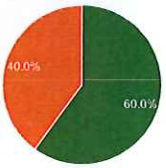
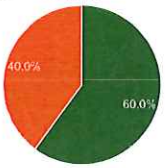
9. The digital platform includes progress monitoring reports aligned with B.E.S.T. standards to track assessment data.

Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Great Minds PBC	Community Member Fair alignment Amplify Education, Inc
				
• Fair alignment	• Fair alignment	• Fair alignment	• Fair alignment	• Fair alignment

10. A writing platform is included in which students can respond digitally to prompts and receive feedback from teachers and peers.

Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Great Minds PBC	Community Member Fair alignment Amplify Education, Inc
				
• Fair alignment	• Fair alignment	• Fair alignment	• Fair alignment	• Fair alignment

7. Community Resources

Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Great Minds PBC	Community Member Fair alignment Amplify Education, Inc
				
• Poor alignment • Fair alignment	• Poor alignment • Fair alignment	• Poor alignment • Fair alignment	• Poor alignment • Fair alignment	• Poor alignment • Fair alignment

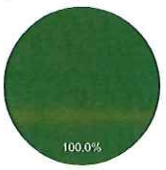
1. Information for parents on pre-reading and other evidence-based reading strategies that promote grade-level proficient reading

Carnegie Learning, Inc.	Carnegie Learning, Inc.	Carnegie Learning, Inc.	Great Minds PBC	Amplify Education, Inc
				
• Poor alignment	• Poor alignment	• Poor alignment	• Poor alignment	• Poor alignment

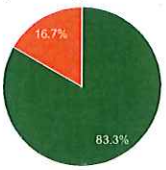
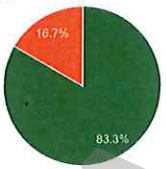
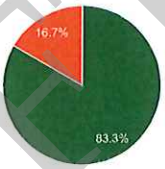
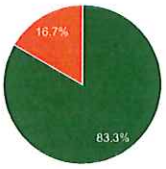
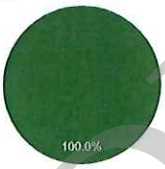
2. Vocabulary in context at the beginning of the chapter and on line with suggested activities (e.g. use it in a sentence, etc)

Community Member Poor alignment Carnegie Learning, Inc.	Community Member Poor alignment Carnegie Learning, Inc.	Community Member Poor alignment Carnegie Learning, Inc.	Community Member Poor alignment Great Minds PBC	Community Member Poor alignment Amplify Education, Inc
				
• Fair alignment	• Fair alignment	• Fair alignment	• Fair alignment	• Fair alignment

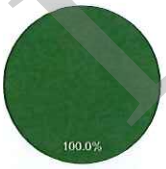
3. Higher order question samples

Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Great Minds PBC	Community Member Fair alignment Amplify Education, Inc
				

DRAFT

		• Poor alignment	• Poor alignment	• Poor alignment	• Poor alignment	• Fair alignment
4.	Comprehension questions	Community Member Poor alignment Carnegie Learning, Inc. 	Community Member Poor alignment Carnegie Learning, Inc. 	Community Member Poor alignment Carnegie Learning, Inc. 	Community Member Poor alignment Great Minds PBC 	Community Member Fair alignment Amplify Education, Inc 
		• Fair alignment	• Fair alignment	• Fair alignment	• Fair alignment	• Fair alignment
5.	Additional home support material	Community Member Fair alignment Carnegie Learning, Inc. 	Community Member Fair alignment Carnegie Learning, Inc. 	Community Member Fair alignment Carnegie Learning, Inc. 	Community Member Fair alignment Great Minds PBC 	Community Member Fair alignment Amplify Education, Inc 
		• Fair alignment	• Fair alignment	• Fair alignment	• Fair alignment	• Poor alignment
8.	Professional Development and Instructional Routines	Community Member Fair alignment Carnegie Learning, Inc. 	Community Member Fair alignment Carnegie Learning, Inc. 	Community Member Fair alignment Carnegie Learning, Inc. 	Community Member Fair alignment Great Minds PBC 	Community Member Poor alignment Amplify Education, Inc 
		• Poor alignment • Fair alignment	• Poor alignment • Fair alignment	• Poor alignment • Fair alignment	• Poor alignment • Fair alignment	• Fair alignment
1.	The teacher's edition has built in professional development and/or online support for teacher content and pedagogy growth and development.	Carnegie Learning, Inc. 	Carnegie Learning, Inc. 	Carnegie Learning, Inc. 	Great Minds PBC 	Amplify Education, Inc 
		• Fair alignment	• Fair alignment	• Fair alignment	• Fair alignment	• Fair alignment
2.	Professional development and coaching are available, inclusive of total cost, to support implementing the program with fidelity.	Community Member Fair alignment Carnegie Learning, Inc. 	Community Member Fair alignment Carnegie Learning, Inc. 	Community Member Fair alignment Carnegie Learning, Inc. 	Community Member Fair alignment Great Minds PBC 	Community Member Fair alignment Amplify Education, Inc 
		• Fair alignment	• Fair alignment	• Fair alignment	• Fair alignment	• Fair alignment
3.	Professional development is available as a supplement.	Community Member Fair alignment Carnegie Learning, Inc. 	Community Member Fair alignment Carnegie Learning, Inc. 	Community Member Fair alignment Carnegie Learning, Inc. 	Community Member Fair alignment Great Minds PBC 	Community Member Fair alignment Amplify Education, Inc 
		• Fair alignment	• Fair alignment	• Fair alignment	• Fair alignment	• Fair alignment
4.	Professional development is available for the duration of the adoption.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Great Minds PBC	Community Member Fair alignment Amplify Education, Inc

DRAFT

	 • Fair alignment	 • Fair alignment	 • Fair alignment	 • Fair alignment	 • Fair alignment
	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Great Minds PBC	Community Member Fair alignment Amplify Education, Inc
5. The structured lesson format includes a plan, procedure, or routine that is carried through the sequence of teaching skills.	 • Fair alignment	 • Fair alignment	 • Fair alignment	 • Fair alignment	 • Fair alignment
	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Great Minds PBC	Community Member Fair alignment Amplify Education, Inc
6. A clear and consistent lesson format is evident.	 • Fair alignment	 • Fair alignment	 • Fair alignment	 • Fair alignment	 • Fair alignment
	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Great Minds PBC	Community Member Fair alignment Amplify Education, Inc
7. There is a daily schedule of lessons noting suggestions for the length of lessons and units.	 • Fair alignment	 • Fair alignment	 • Fair alignment	 • Fair alignment	 • Fair alignment
	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Great Minds PBC	Community Member Fair alignment Amplify Education, Inc
8. Independent or group practice occurs after teacher-led instruction on the skill.	 • Fair alignment	 • Fair alignment	 • Fair alignment	 • Fair alignment	 • Fair alignment
	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Great Minds PBC	Community Member Fair alignment Amplify Education, Inc
9. Lessons include instructional routines, noting what the teacher should say, which includes a step-by-step sequence, procedures, and consistent language across lessons and grades.	 • Fair alignment	 • Fair alignment	 • Fair alignment	 • Fair alignment	 • Fair alignment
	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Carnegie Learning, Inc.	Community Member Fair alignment Great Minds PBC	Community Member Fair alignment Amplify Education, Inc
10. The teacher manual(s) include directions for how to implement lessons (e.g., materials, target skill, script or wording for how to teach, examples to use, specific content such as wordlists or book list).	 • Fair alignment	 • Fair alignment	 • Fair alignment	 • Fair alignment	 • Fair alignment

DRAFT

11.

The program contains student motivational features that are optimal for delivering effective instruction.

Community Member
Fair alignment
Carnegie Learning, Inc.



• Poor alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Poor alignment

Community Member
Fair alignment
Carnegie Learning, Inc.



• Poor alignment

Community Member
Fair alignment
Great Minds PBC



• Poor alignment

Community Member
Fair alignment
Amplify Education, Inc



• Fair alignment

12.

The same routines, terminology, and procedures are used across skill areas and over time.

Community Member
Poor alignment
Carnegie Learning, Inc.



• Poor alignment

Community Member
Poor alignment
Carnegie Learning, Inc.



• Poor alignment

Community Member
Poor alignment
Carnegie Learning, Inc.



• Poor alignment

Community Member
Poor alignment
Great Minds PBC



• Poor alignment

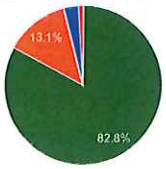
Community Member
Fair alignment
Amplify Education, Inc



• Fair alignment

Summary

Community Member
Poor alignment
Carnegie Learning, Inc.



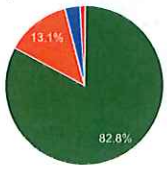
• Very poor/no alignment
• Poor alignment
• Fair alignment
• Good alignment

Community Member

This curriculum still uses language from the LAFS standards and not the BEST standards. It still categorizes information by key ideas and details, craft and structure, and integration of knowledge which is not in the BEST standards language at all. This particular curriculum includes texts that are not aligned with the correct grade band, for example, Beowulf is in 12th grade but is supposed to be in 9th grade according to the new BEST standards.

1 # Responses

Community Member
Poor alignment
Carnegie Learning, Inc.



• Very poor/no alignment
• Poor alignment
• Fair alignment
• Good alignment

Community Member

This curriculum still uses language from the LAFS standards and not the BEST standards. It still categorizes information by key ideas and details, craft and structure, and integration of knowledge which is not in the BEST standards language at all. This particular curriculum includes texts that are not aligned with the correct grade band, for example, Beowulf is in 12th grade but is supposed to be in 9th grade according to the new BEST standards.

1 # Responses

Community Member
Poor alignment
Carnegie Learning, Inc.



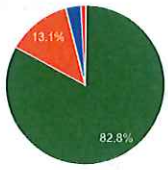
• Very poor/no alignment
• Poor alignment
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Community Member

This curriculum still uses language from the LAFS standards and not the BEST standards. It still categorizes information by key ideas and details, craft and structure, and integration of knowledge which is not in the BEST standards language at all. This particular curriculum includes texts that are not aligned with the correct grade band, for example, Beowulf is in 12th grade but is supposed to be in 9th grade according to the new BEST standards.

1 # Responses

Community Member
Poor alignment
Great Minds PBC



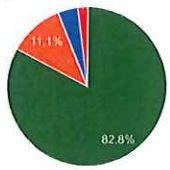
• Very poor/no alignment
• Poor alignment
• Fair alignment
• Good alignment

Community Member

This particular curriculum is only available to the 6-8 grade band and we are looking for one that will work for all of secondary 6-12. The task and lessons that have been created do not meet the depth and complexity of the new BEST standards that teachers will be required to teach using this curriculum. There are not as many resources being offered to teachers as we would like and the online platform is not as user friendly as we are looking for.

1 # Responses

Community Member
Fair alignment
Amplify Education, Inc



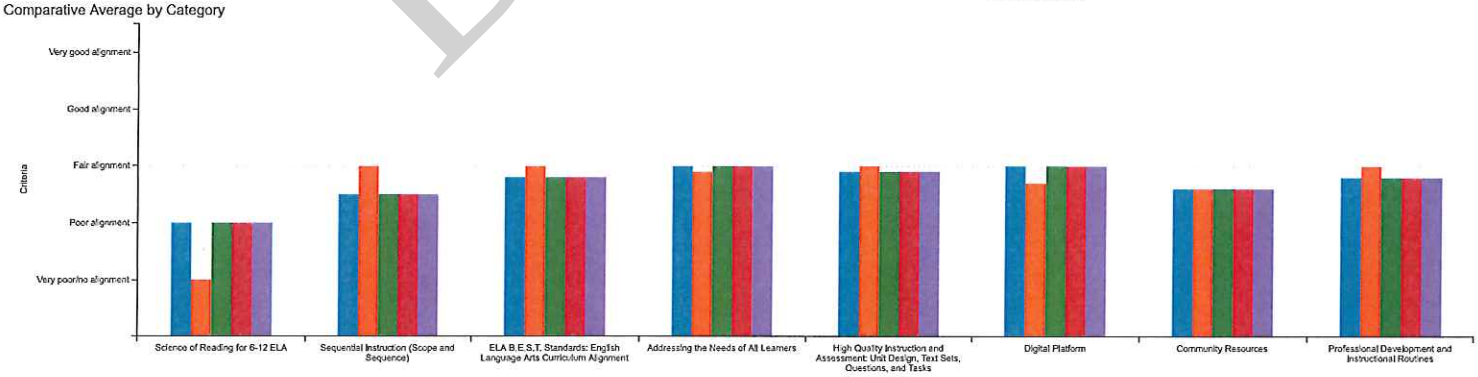
• Very poor/no alignment
• Poor alignment
• Fair alignment
• Good alignment

Community Member

The tasks that have been designed in the Amplify curriculum do not meet the depth and complexity of our new BEST standards. Many of the texts on the 1/3 reading list are included only on their online platform and do not guarantee that there are lessons and or instruction materials provided to support the learning that needs to be done with those texts. This would leave teachers having to create curriculum tasks to go along with them.

1 # Responses

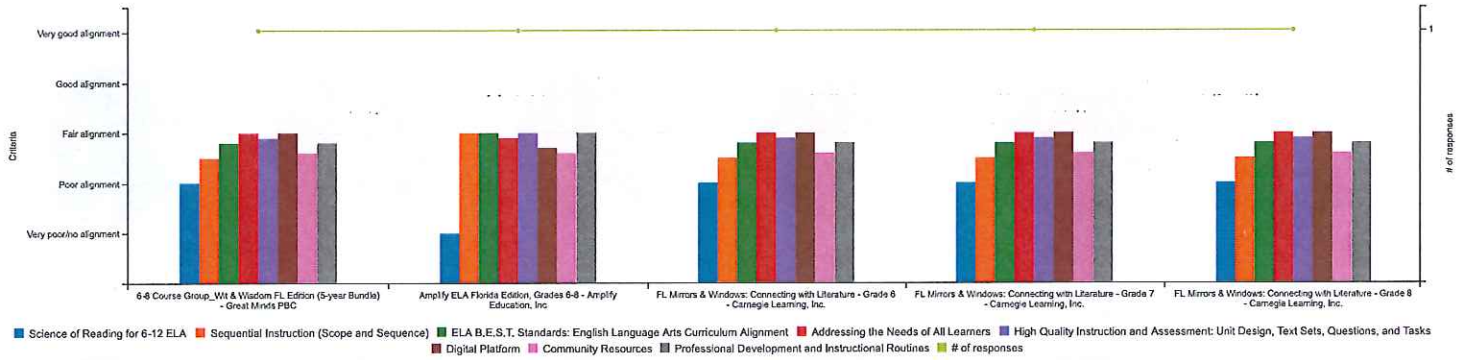
Comparative Average by Category



• 6-8 Course Group_Wit & Wisdom FL Edition (5-year Bundle) - Great Minds PBC
• Amplify ELA Florida Edition, Grades 6-8 - Amplify Education, Inc
• FL Mirrors & Windows: Connecting with Literature - Grade 6 - Carnegie Learning, Inc.
• FL Mirrors & Windows: Connecting with Literature - Grade 7 - Carnegie Learning, Inc.
• FL Mirrors & Windows: Connecting with Literature - Grade 8 - Carnegie Learning, Inc.

Comparative Average by Product

DRAFT



Summative Evaluation Results



- 6-8 Course Group_Wit & Wisdom FL Edition (5-year Bundle) - Great Minds PBC
- Amplify ELA Florida Edition, Grades 6-8 - Amplify Education, Inc
- FL Mirrors & Windows: Connecting with Literature - Grade 6 - Carnegie Learning, Inc.
- FL Mirrors & Windows: Connecting with Literature - Grade 7 - Carnegie Learning, Inc.
- FL Mirrors & Windows: Connecting with Literature - Grade 8 - Carnegie Learning, Inc.

DRAFT

Preselection Committee 6-8: M/j Language Arts 1-3, Reg & Adv Scorecard

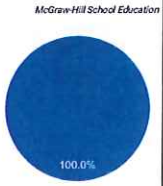
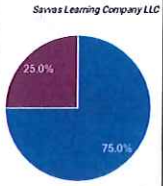
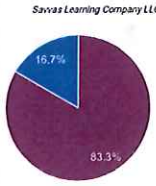
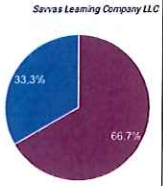
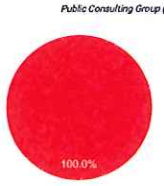
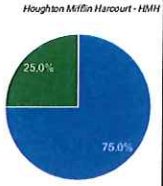
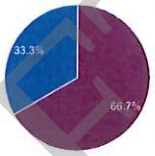
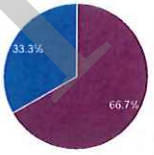
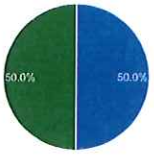
Clay County District Schools 2020 Secondary 6-12 ELA Adoption Rubric

M/J Language Arts 1-3, Reg & Adv

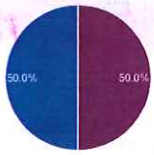
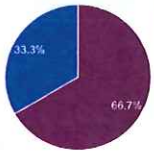
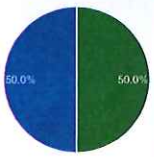
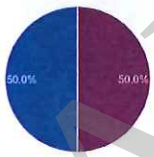
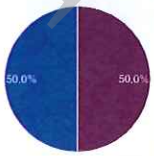
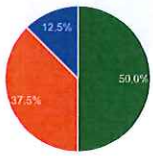
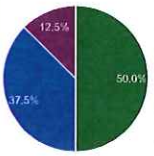
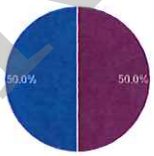
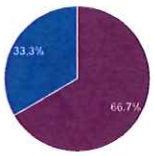
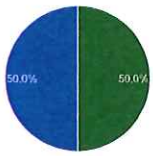
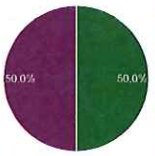
Detail / Average Calculation

Detail / Pie chart View Results

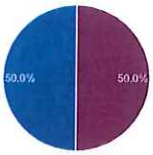
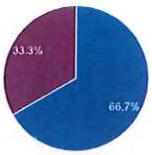
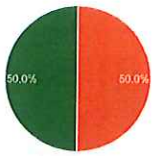
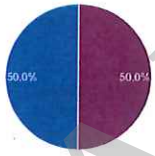
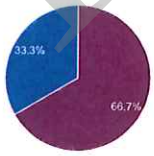
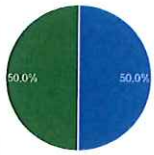
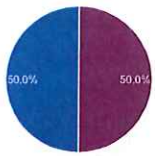
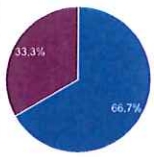
Scores Hide / Show

	Florida StudySync Grade 6 Standard - McGraw-Hill School Education	Florida StudySync Grade 8 Standard - McGraw-Hill School Education	myPerspectives Florida English Language Arts Grade 6 - Savvas Learning Company LLC	myPerspectives Florida English Language Arts Grade 7 - Savvas Learning Company LLC	myPerspectives Florida English Language Arts Grade 8 - Savvas Learning Company LLC	Florida Paths to College and Career: English Language Arts Grade 7, 5-year Complete Classroom Package - 4 Print and Digital Modules with Trade Books - Public Consulting Group (PCG) Education	HMH Florida Into Literature, Grade 6-8 - Houghton Mifflin Harcourt - HMH
1. Science of Reading for 6-12 ELA	 ▪ Good alignment	 ▪ Good alignment	 ▪ Good alignment ▪ Very good alignment	 ▪ Good alignment ▪ Very good alignment	 ▪ Good alignment ▪ Very good alignment	 ▪ Very poor/no alignment	 ▪ Fair alignment ▪ Good alignment
1. For the grades for which the program is submitted, the program must include evidence of alignment to ESSA Evidence Level 1, 2, 3 or 4. Tier 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies. Tier 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies. Tier 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias). Tier 4 – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.	 ▪ Good alignment Teacher: Good alignment	 ▪ Good alignment Teacher: Good alignment	 ▪ Good alignment Teacher: Good alignment Teacher: Good alignment	 ▪ Good alignment ▪ Very good alignment Teacher: Very good alignment Teacher: Very good alignment Teacher: Good alignment	 ▪ Good alignment ▪ Very good alignment Teacher: Very good alignment The research was done 2016-2017 by JEM & R, LLC. Teacher: Good alignment holistic approach is apparent Teacher: Very good alignment	 ▪ Very poor/no alignment Teacher: Very poor/no alignment Teacher: Very poor/no alignment No mention of research/studies/experiements.	 ▪ Fair alignment ▪ Good alignment Teacher: Good alignment Teacher: Fair alignment Some of the texts, activities, and assignments demonstrate the necessary evidences to be aligned with ESSA. However, some of them are not research based at all.

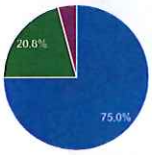
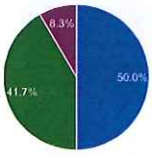
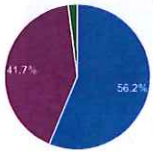
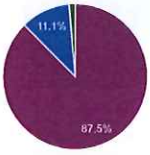
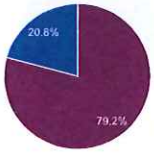
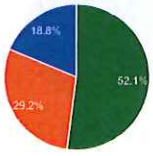
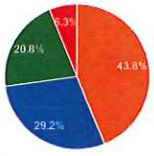
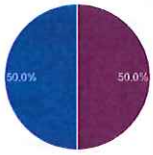
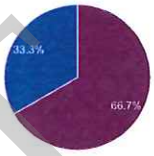
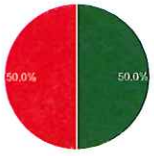
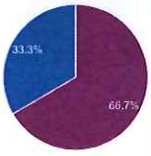
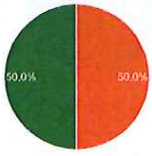
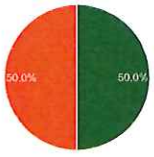
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2. The program provides evidence of grounding in conceptual research and theoretical models with reference to research articles and websites.	McGraw-Hill School Education  ▪ Good alignment **Teacher** Good alignment	McGraw-Hill School Education  ▪ Good alignment **Teacher** Good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment	Savvas Learning Company LLC  ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment Based on JEM & R, LLC and EdReports, 2016-2017. **Teacher** Good alignment **Teacher** Very good alignment	Public Consulting Group (PCG) Education  ▪ Very poor/no alignment **Teacher** Very poor/no alignment **Teacher** Very poor/no alignment	Houghton Mifflin Harcourt - HMH  ▪ Good alignment **Teacher** Good alignment **Teacher** Good alignment The models are there; however, the rational and support seems flawed.
2. Sequential Instruction (Scope and Sequence)	McGraw-Hill School Education  ▪ Good alignment	McGraw-Hill School Education  ▪ Fair alignment ▪ Good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment	Savvas Learning Company LLC  ▪ Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment	Public Consulting Group (PCG) Education  ▪ Poor alignment ▪ Fair alignment ▪ Good alignment	Houghton Mifflin Harcourt - HMH  ▪ Fair alignment ▪ Good alignment ▪ Very good alignment
1. There is a detailed scope and sequence including a list of specific skills taught, a sequence for teaching the skills over the course of the year, and a timeline showing when skills are taught (by week, month, unit).	McGraw-Hill School Education  ▪ Good alignment **Teacher** Good alignment	McGraw-Hill School Education  ▪ Good alignment **Teacher** Good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment Standards, pacing, and lesson objectives are located in three different places within the teachers edition. Provides daily learning objectives and assessments to measure learning. **Teacher** Good alignment	Savvas Learning Company LLC  ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment Standards, pacing, and lesson objectives are located in three different places within the teachers edition. Provides daily learning objectives and assessments to measure learning.	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment Lexile: Level gradually increases throughout the text, but also contains texts of lower Lexile levels through all of the units. **Teacher** Good alignment **Teacher** Very good alignment	Public Consulting Group (PCG) Education  ▪ Fair alignment ▪ Good alignment **Teacher** Fair alignment **Teacher** Good alignment	Houghton Mifflin Harcourt - HMH  ▪ Fair alignment ▪ Very good alignment **Teacher** Fair alignment **Teacher** Very good alignment

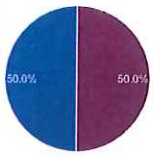
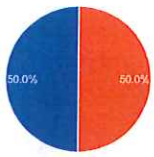
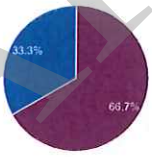
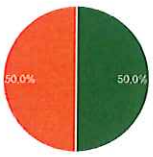
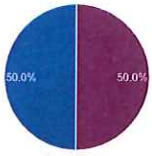
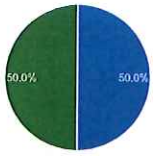
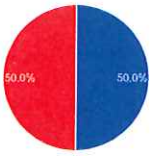
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2. The scope and sequence for a skill within a grade shows a clear progression from easier to harder.	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	McGraw-Hill School Education  ▪ Fair alignment Teacher Fair alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment Teacher Good alignment	Public Consulting Group (PCG) Education  ▪ Poor alignment ▪ Fair alignment Teacher Poor alignment Teacher Fair alignment	Houghton Mifflin Harcourt - HMH  ▪ Fair alignment Teacher Fair alignment Teacher Fair alignment
3. Advanced skills are not introduced before students have been taught prerequisite skills.	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	McGraw-Hill School Education  ▪ Fair alignment Teacher Fair alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment Teacher Very good alignment	Public Consulting Group (PCG) Education  ▪ Poor alignment Teacher Poor alignment We were unable to find clear evidence of this - teacher edition not user friendly Teacher Poor alignment The task and skill levels are incredibly complex.	Houghton Mifflin Harcourt - HMH  ▪ Fair alignment ▪ Good alignment Teacher Good alignment Teacher Fair alignment
4. The scope and sequence articulates when skills are taught across grades.	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Good alignment Teacher Good alignment Teacher Very good alignment	Public Consulting Group (PCG) Education  ▪ Fair alignment Teacher Fair alignment Teacher Fair alignment	Houghton Mifflin Harcourt - HMH  ▪ Good alignment Teacher Good alignment Teacher Good alignment

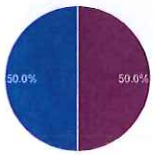
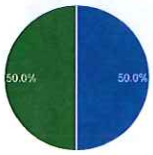
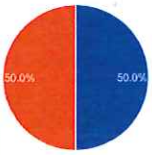
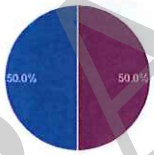
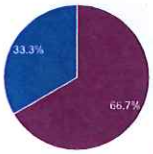
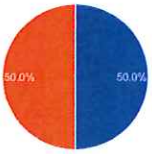
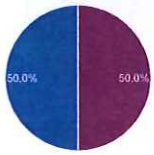
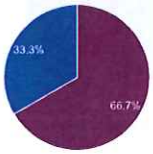
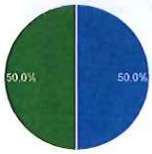
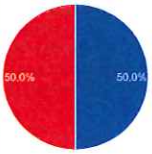
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3. ELA B.E.S.T. Standards: English Language Arts Curriculum Alignment	McGraw-Hill School Education  ▪ Fair alignment ▪ Good alignment ▪ Very good alignment	McGraw-Hill School Education  ▪ Fair alignment ▪ Good alignment ▪ Very good alignment	Savvas Learning Company LLC  ▪ Fair alignment ▪ Good alignment ▪ Very good alignment	Savvas Learning Company LLC  ▪ Fair alignment ▪ Good alignment ▪ Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment	Public Consulting Group (PCG) Education  ▪ Poor alignment ▪ Fair alignment ▪ Good alignment	Houghton Mifflin Harcourt - HMH  ▪ Very poor/no alignment ▪ Poor alignment ▪ Fair alignment ▪ Good alignment
5. Reading Prose and Poetry Indicators a. Materials include a sufficient number of prose and poetry that allow students to build grade specific knowledge of literary elements.	McGraw-Hill School Education  ▪ Good alignment **Teacher** Good alignment	McGraw-Hill School Education  ▪ Very good alignment **Teacher** Very good alignment includes villanelle and sonnet recommended by BEST standards	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment	Savvas Learning Company LLC  ▪ Very good alignment **Teacher** Very good alignment The materials definitely include sufficient number of prose and poetry. I really like they way this genre is paired with other text and how the scope and sequence is presented. **Teacher** Very good alignment **Teacher** Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment **Teacher** Good alignment	Public Consulting Group (PCG) Education  ▪ Poor alignment **Teacher** Poor alignment **Teacher** Poor alignment All texts were history/culturally based.	Houghton Mifflin Harcourt - HMH  ▪ Very poor/no alignment ▪ Fair alignment **Teacher** Fair alignment **Teacher** Very poor/no alignment There are none of the recommended texts in the 6th grade book.
6. Reading Prose and Poetry Indicators b. Materials support instruction that teaches students to understand and analyze prose and poetry to determine theme.	McGraw-Hill School Education  ▪ Good alignment **Teacher** Good alignment	McGraw-Hill School Education  ▪ Very good alignment **Teacher** Very good alignment the majority of texts recommended by the BEST standards are included	Savvas Learning Company LLC  ▪ Good alignment **Teacher** Good alignment **Teacher** Good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment **Teacher** Good alignment	Savvas Learning Company LLC  ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment Questions are geared to analysis **Teacher** Very good alignment	Public Consulting Group (PCG) Education  ▪ Poor alignment ▪ Fair alignment **Teacher** Poor alignment **Teacher** Fair alignment	Houghton Mifflin Harcourt - HMH  ▪ Poor alignment ▪ Fair alignment **Teacher** Fair alignment **Teacher** Poor alignment

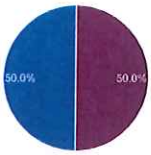
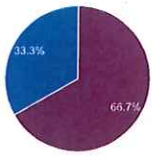
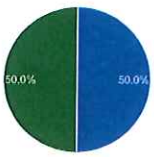
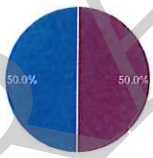
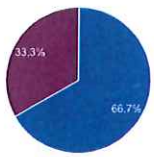
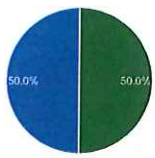
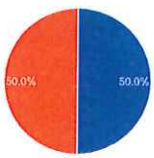
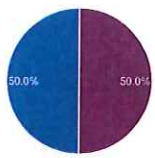
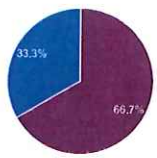
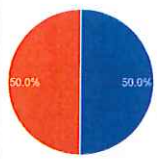
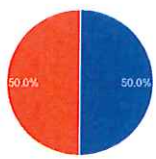
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7. Reading Prose and Poetry Indicators c. Materials support instruction that teaches students to understand and analyze various perspectives and points of view for prose and poetry with increasing complexity.	*McGraw-Hill School Education*  ▪ Good alignment **Teacher** Good alignment	*McGraw-Hill School Education*  ▪ Good alignment **Teacher** Good alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment	*Savvas Learning Company LLC*  ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment	*Savvas Learning Company LLC*  ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment	*Public Consulting Group (PCG) Education*  ▪ Poor alignment ▪ Good alignment **Teacher** Poor alignment **Teacher** Good alignment The whole program relies upon historical/culturally based perspectives. There are no "fun" texts for kids.	*Houghton Mifflin Harcourt - HMH*  ▪ Fair alignment **Teacher** Fair alignment **Teacher** Fair alignment
8. Reading Prose and Poetry Indicators d. Instructional opportunities are frequently built into the materials for student to practice and achieve reading fluency, that is, to read on-level prose and poetry with accuracy, rate, appropriate to the text, and expression.	*McGraw-Hill School Education*  ▪ Good alignment **Teacher** Good alignment	*McGraw-Hill School Education*  ▪ Good alignment **Teacher** Good alignment	*Savvas Learning Company LLC*  ▪ Good alignment **Teacher** Good alignment **Teacher** Good alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment **Teacher** Good alignment	*Savvas Learning Company LLC*  ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment	*Public Consulting Group (PCG) Education*  ▪ Poor alignment **Teacher** Poor alignment **Teacher** Poor alignment There weren't enough opportunities to support ELL and ESE learners.	*Houghton Mifflin Harcourt - HMH*  ▪ Poor alignment ▪ Fair alignment **Teacher** Fair alignment **Teacher** Poor alignment
9. Reading Informational Text Indicators a. Specific texts are included in materials for teaching various text structures to support comprehension and careful reading of informational text.	*McGraw-Hill School Education*  ▪ Good alignment **Teacher** Good alignment	*McGraw-Hill School Education*  ▪ Good alignment **Teacher** Good alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment	*Savvas Learning Company LLC*  ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment	*Savvas Learning Company LLC*  ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment	*Public Consulting Group (PCG) Education*  ▪ Fair alignment ▪ Good alignment **Teacher** Good alignment **Teacher** Fair alignment	*Houghton Mifflin Harcourt - HMH*  ▪ Very poor/no alignment ▪ Good alignment **Teacher** Good alignment **Teacher** Very poor/no alignment

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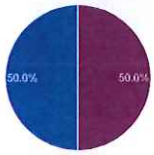
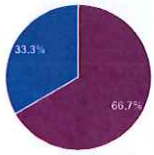
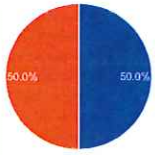
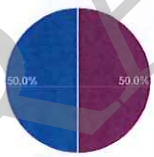
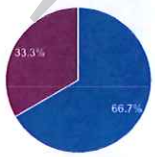
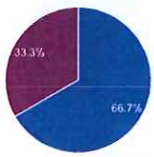
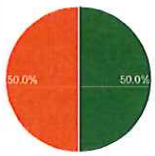
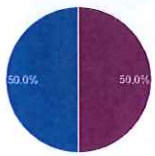
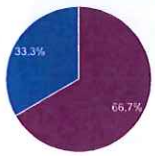
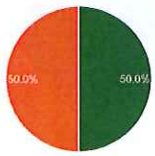
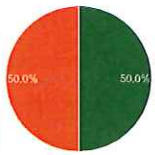
10. Reading Informational Text Indicators b. Materials support instruction that teaches students to identify and describe or explain ideas (central idea) for informational text in a progressively more complex manner.	*McGraw-Hill School Education*  ▪ Good alignment **Teacher** Good alignment	*McGraw-Hill School Education*  ▪ Good alignment **Teacher** Good alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment	*Savvas Learning Company LLC*  ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment	*Savvas Learning Company LLC*  ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment	*Public Consulting Group (PCG) Education*  ▪ Fair alignment ▪ Good alignment **Teacher** Good alignment **Teacher** Fair alignment	*Houghton Mifflin Harcourt - HMH*  ▪ Poor alignment ▪ Good alignment **Teacher** Good alignment **Teacher** Poor alignment
11. Reading Informational Text Indicators c. Materials support Instruction that teaches student to understand and analyze various purposes and perspectives for informational text with increasing complexity.	*McGraw-Hill School Education*  ▪ Good alignment **Teacher** Good alignment	*McGraw-Hill School Education*  ▪ Good alignment **Teacher** Good alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment	*Savvas Learning Company LLC*  ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment Focus is on differing perspectives **Teacher** Good alignment	*Public Consulting Group (PCG) Education*  ▪ Good alignment **Teacher** Good alignment **Teacher** Good alignment	*Houghton Mifflin Harcourt - HMH*  ▪ Poor alignment ▪ Good alignment **Teacher** Good alignment **Teacher** Poor alignment
12. Reading Informational Text Indicators d. Materials contain questions and tasks that require students to use text-based evidence to make arguments with increasing complexity.	*McGraw-Hill School Education*  ▪ Fair alignment **Teacher** Fair alignment	*McGraw-Hill School Education*  ▪ Good alignment **Teacher** Good alignment questions seem lower level. They may work very well for standard classes but teachers of advanced will need to modify.	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment	*Savvas Learning Company LLC*  ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment **Teacher** Good alignment	*Public Consulting Group (PCG) Education*  ▪ Fair alignment ▪ Good alignment **Teacher** Good alignment **Teacher** Fair alignment	*Houghton Mifflin Harcourt - HMH*  ▪ Very poor/no alignment ▪ Good alignment **Teacher** Good alignment **Teacher** Very poor/no alignment

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13. Reading Across Genres Indicators a. Materials include instruction for students to understand figurative language, word relationships, and nuances in word meaning in the contextual framework of various genres.	*McGraw-Hill School Education*  ▪ Fair alignment **Teacher** Fair alignment	*McGraw-Hill School Education*  ▪ Good alignment **Teacher** Good alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment	*Savvas Learning Company LLC*  ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment **Teacher** Very good alignment	*Public Consulting Group (PCG) Education*  ▪ Fair alignment **Teacher** Fair alignment **Teacher** Fair alignment	*Houghton Mifflin Harcourt - HMH*  ▪ Fair alignment ▪ Good alignment **Teacher** Good alignment **Teacher** Fair alignment
14. Reading Across Genres Indicators b. Materials include instruction for students to understand how to paraphrase and summarize content from grade-level texts with increasing complexity.	*McGraw-Hill School Education*  ▪ Fair alignment **Teacher** Fair alignment	*McGraw-Hill School Education*  ▪ Good alignment **Teacher** Good alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment	*Savvas Learning Company LLC*  ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment **Teacher** Good alignment	*Public Consulting Group (PCG) Education*  ▪ Fair alignment ▪ Good alignment **Teacher** Fair alignment **Teacher** Good alignment	*Houghton Mifflin Harcourt - HMH*  ▪ Poor alignment ▪ Good alignment **Teacher** Good alignment **Teacher** Poor alignment
15. Reading Across Genres Indicators c. Materials support instruction that teaches students to compare and contrast or analyze information within and across genres with increasing complexity. In secondary grade levels, literary time periods are addressed.	*McGraw-Hill School Education*  ▪ Good alignment **Teacher** Good alignment	*McGraw-Hill School Education*  ▪ Good alignment **Teacher** Good alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment **Teacher** Good alignment **Teacher** Very good alignment **Teacher** Very good alignment	*Savvas Learning Company LLC*  ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment Text materials are grouped in a way that makes sense **Teacher**	*Public Consulting Group (PCG) Education*  ▪ Poor alignment ▪ Good alignment **Teacher** Good alignment **Teacher** Poor alignment Historical periods were addressed, not literary time periods.	*Houghton Mifflin Harcourt - HMH*  ▪ Poor alignment ▪ Good alignment **Teacher** Good alignment **Teacher** Poor alignment

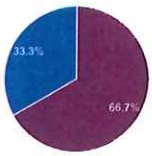
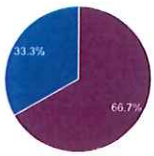
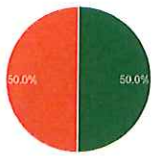
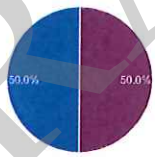
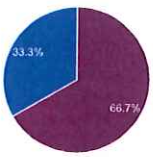
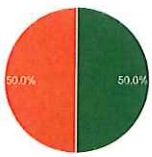
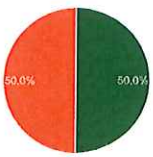
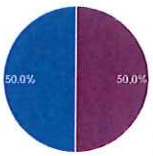
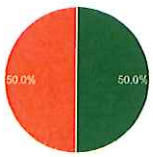
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					Very good alignment		

16. Reading Across Genres Indicators In grades 6-12, materials present the opportunity to evaluate, analyze, explain and/or identify rhetorical devices. Rhetorical devices are defined and explained.	*McGraw-Hill School Education*  ▪ Good alignment **Teacher** Good alignment	*McGraw-Hill School Education*  ▪ Fair alignment **Teacher** Fair alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment **Teacher** Very good alignment	*Savvas Learning Company LLC*  ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment	*Public Consulting Group (PCG) Education*  ▪ Fair alignment **Teacher** Fair alignment **Teacher** Fair alignment	*Houghton Mifflin Harcourt - HMH*  ▪ Poor alignment ▪ Good alignment **Teacher** Good alignment **Teacher** Poor alignment
18. Communicating Through Writing Indicators b.Materials support instruction that teaches students how to create narratives with increasing complexity.	*McGraw-Hill School Education*  ▪ Good alignment **Teacher** Good alignment	*McGraw-Hill School Education*  ▪ Good alignment **Teacher** Good alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment **Teacher** Good alignment **Teacher** Good alignment **Teacher** Very good alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment **Teacher** Good alignment	*Public Consulting Group (PCG) Education*  ▪ Poor alignment ▪ Fair alignment **Teacher** Fair alignment **Teacher** Poor alignment The majority of assessments were short answer and only one full length writing task in one of the units.	*Houghton Mifflin Harcourt - HMH*  ▪ Poor alignment ▪ Fair alignment **Teacher** Fair alignment **Teacher** Poor alignment
19. Communicating Through Writing Indicators c. Materials support instruction that teaches students how to express opinions and make claims with increasing complexity. Materials support instruction that teaches students how to express opinions and make claims with increasing complexity. In grades 6-12, argumentative writing instruction includes teaching students write from multiple sources. In grades 7-12, instruction includes teaching students to create a counterclaim.	*McGraw-Hill School Education*  ▪ Good alignment **Teacher** Good alignment	*McGraw-Hill School Education*  ▪ Fair alignment **Teacher** Fair alignment Writing instruction is included but not detailed with feedback and rubrics for students	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment	*Savvas Learning Company LLC*  ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment **Teacher**	*Public Consulting Group (PCG) Education*  ▪ Poor alignment ▪ Fair alignment **Teacher** Fair alignment **Teacher** Poor alignment There are more performance tasks than writing tasks.	*Houghton Mifflin Harcourt - HMH*  ▪ Poor alignment ▪ Fair alignment **Teacher** Fair alignment **Teacher** Poor alignment

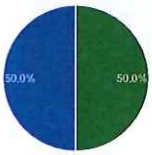
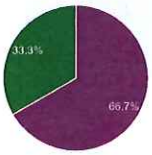
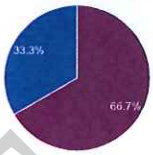
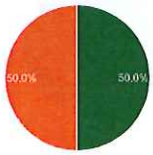
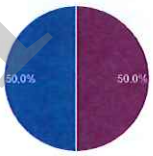
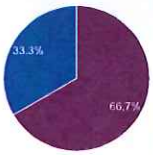
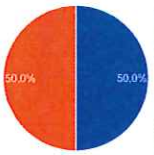
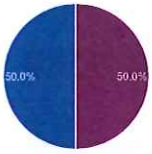
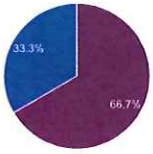
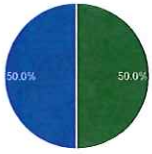
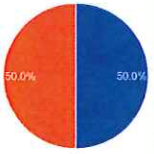
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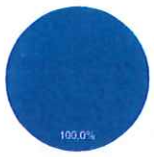
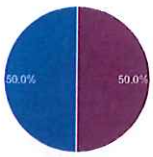
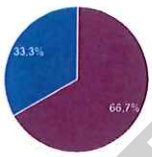
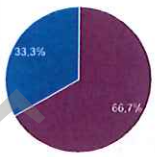
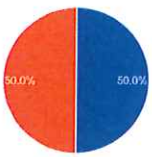
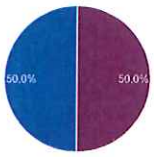
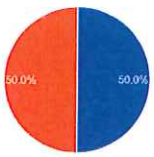
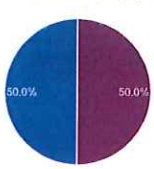
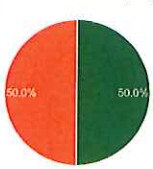
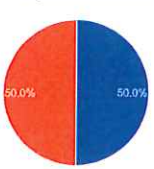
20. Communicating Through Writing Indicators d. Materials support instruction that teaches students how to create expository texts with increasing complexity. In grades 6-12, expository writing instruction includes teaching students to write from multiple sources.	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	McGraw-Hill School Education  ▪ Fair alignment Teacher Fair alignment	Savvas Learning Company LLC  ▪ Good alignment Teacher Good alignment Teacher Good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment Teacher Very good alignment	Public Consulting Group (PCG) Education  ▪ Poor alignment ▪ Fair alignment Teacher Fair alignment Teacher Poor alignment	Houghton Mifflin Harcourt - HMH  ▪ Poor alignment ▪ Fair alignment Teacher Fair alignment Teacher Poor alignment
21. Communicating Through Writing Indicators e.Materials support instruction that teaches students how to improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers with increasing complexity.	McGraw-Hill School Education  ▪ Very good alignment Teacher Very good alignment	McGraw-Hill School Education  ▪ Fair alignment Teacher Fair alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment Teacher Very good alignment	Public Consulting Group (PCG) Education  ▪ Poor alignment ▪ Fair alignment Teacher Fair alignment Teacher Poor alignment	Houghton Mifflin Harcourt - HMH  ▪ Poor alignment ▪ Fair alignment Teacher Fair alignment Teacher Poor alignment
22. Communicating Orally Indicators a. Materials support instruction that teaches students how to present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation with increasing complexity.	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	McGraw-Hill School Education  ▪ Fair alignment Teacher Fair alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Most units have a comprehensive	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment instruction is given in speech and oral presentation	Public Consulting Group (PCG) Education  ▪ Poor alignment ▪ Fair alignment Teacher Fair alignment Teacher Poor alignment	Houghton Mifflin Harcourt - HMH  ▪ Poor alignment Teacher Poor alignment Teacher Poor alignment

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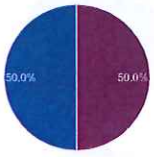
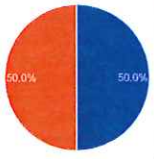
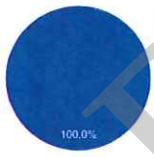
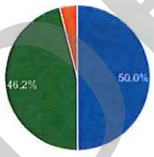
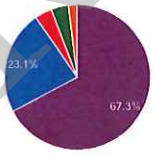
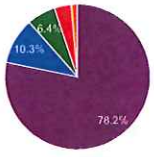
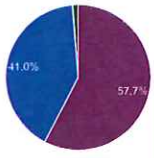
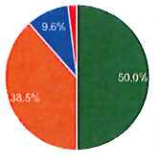
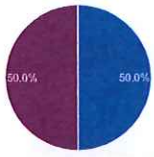
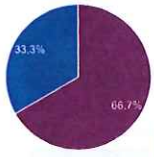
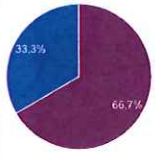
				Speaking and Listening section. Teacher: Very good alignment	Teacher: Very good alignment		

	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Public Consulting Group (PCG) Education	Houghton Mifflin Harcourt - HMH
23. Following Conventions Indicators a. Materials support instruction that teaches students grade-appropriate conventions. See Conventions Progression Chart	 ▪ Good alignment Teacher: Good alignment	 ▪ Fair alignment Teacher: Fair alignment	 ▪ Fair alignment ▪ Good alignment Teacher: Fair alignment Teacher: Good alignment	 ▪ Fair alignment ▪ Very good alignment Teacher: Very good alignment Teacher: Very good alignment Editing sections throughout. Teacher: Fair alignment	 ▪ Good alignment ▪ Very good alignment Teacher: Very good alignment Teacher: Good alignment Teacher: Very good alignment	 ▪ Poor alignment ▪ Fair alignment Teacher: Fair alignment Teacher: Poor alignment Only word knowledge is taught, but not any punctuationor grammar skills.	 ▪ Poor alignment Teacher: Poor alignment Teacher: Poor alignment
24. Researching Indicators a. Materials include extensive practice with short, focused research projects that allow students to have multiple experiences with the research process throughout the year and facilitate development of the ability to conduct research independently.	 ▪ Good alignment Teacher: Good alignment	 ▪ Good alignment Teacher: Good alignment	 ▪ Good alignment ▪ Very good alignment Teacher: Very good alignment Teacher: Good alignment	 ▪ Very good alignment Teacher: Very good alignment Teacher: Very good alignment Integrated into most units. Teacher: Very good alignment	 ▪ Good alignment ▪ Very good alignment Teacher: Good alignment Teacher: Very good alignment constructing research materials with MLA format instruction Teacher: Very good alignment	 ▪ Fair alignment Teacher: Fair alignment Teacher: Fair alignment	 ▪ Poor alignment ▪ Good alignment Teacher: Good alignment Teacher: Poor alignment
25. Creating and Collaborating Indicators a. Materials include activities for students to use multimedia elements to enhance oral or written tasks with increasing complexity.	 ▪ Good alignment Teacher	 ▪ Fair alignment Teacher	 ▪ Good alignment ▪ Very good alignment	 ▪ Very good alignment	 ▪ Good alignment ▪ Very good alignment	 ▪ Fair alignment ▪ Good alignment	 ▪ Poor alignment ▪ Good alignment

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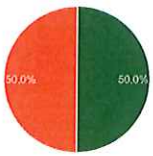
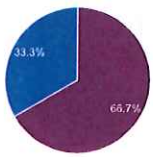
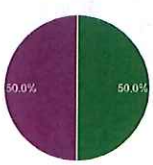
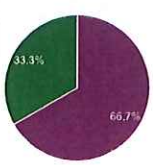
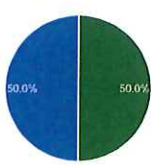
	Good alignment	Fair alignment	Teacher: Very good alignment Teacher: Good alignment	Very good alignment Teacher: Very good alignment Teacher: Very good alignment	Teacher: Good alignment Teacher: Very good alignment podcasts and ted talks Teacher: Very good alignment	Teacher: Fair alignment Teacher: Good alignment	Teacher: Good alignment Teacher: Poor alignment
26. Creating and Collaborating Indicators b. Materials include activities for students to use digital writing tools individually or collaboratively to plan, draft, and revise writing with increasing complexity.	 ▪ Good alignment Teacher: Good alignment	 ▪ Fair alignment Teacher: Fair alignment	 ▪ Good alignment ▪ Very good alignment Teacher: Very good alignment Teacher: Good alignment	 ▪ Good alignment ▪ Very good alignment Teacher: Very good alignment Teacher: Good alignment Teacher: Very good alignment	 ▪ Good alignment ▪ Very good alignment Teacher: Very good alignment Teacher: Very good alignment Instruction includes unit to help students write to meet a rubric with specific examples; end of unit essay prompts are included Teacher: Good alignment	 ▪ Fair alignment Teacher: Fair alignment Teacher: Fair alignment	 ▪ Poor alignment ▪ Good alignment Teacher: Good alignment Teacher: Poor alignment
27. Find Meaning Indicators a. Materials include activities for students to acquire and use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	 ▪ Good alignment Teacher: Good alignment	 ▪ Fair alignment Teacher: Fair alignment	 ▪ Good alignment ▪ Very good alignment Teacher: Very good alignment Teacher: Good alignment	 ▪ Very good alignment Teacher: Very good alignment Teacher: Very good alignment Teacher: Very good alignment	 ▪ Very good alignment Teacher: Very good alignment Teacher: Very good alignment Teacher: Very good alignment	 ▪ Fair alignment Teacher: Fair alignment Teacher: Fair alignment	 ▪ Poor alignment ▪ Good alignment Teacher: Good alignment Teacher: Poor alignment
28. Find Meaning Indicators b.Materials provide instruction on the structure of words and parts of words, such as stems, root words, prefixes, and suffixes to determine meanings of words and phrases in grade-level content.	 ▪ Fair alignment	 ▪ Fair alignment	 ▪ Good alignment ▪ Very good alignment	 ▪ Very good alignment	 ▪ Very good alignment	 ▪ Poor alignment ▪ Fair alignment	 ▪ Poor alignment ▪ Good alignment

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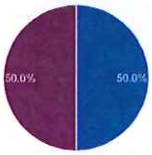
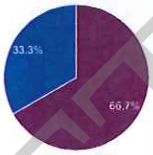
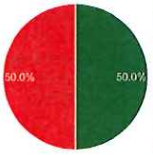
	Teacher Fair alignment	Teacher Fair alignment	Teacher Very good alignment Teacher Good alignment	Teacher Very good alignment Teacher Very good alignment Built into each unit through "Word Study" Teacher Very good alignment	Teacher Very good alignment Teacher Very good alignment Teacher Very good alignment	Teacher Fair alignment Teacher Poor alignment	Teacher Good alignment Teacher Poor alignment
29. Find Meaning Indicators c.Materials provide students with ample opportunities to use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.	McGraw-Hill School Education  ▪ Fair alignment Teacher Fair alignment	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Very good alignment	Public Consulting Group (PCG) Education  ▪ Fair alignment Teacher Fair alignment Teacher Fair alignment	Houghton Mifflin Harcourt - HMH  ▪ Poor alignment ▪ Good alignment Teacher Good alignment Teacher Poor alignment
4. Addressing the Needs of All Learners	McGraw-Hill School Education  ▪ Good alignment	McGraw-Hill School Education  ▪ Poor alignment ▪ Fair alignment ▪ Good alignment	Savvas Learning Company LLC  ▪ Very poor/no alignment ▪ Poor alignment ▪ Fair alignment ▪ Good alignment ▪ Very good alignment	Savvas Learning Company LLC  ▪ Very poor/no alignment ▪ Poor alignment ▪ Fair alignment ▪ Good alignment ▪ Very good alignment	Savvas Learning Company LLC  ▪ Fair alignment ▪ Good alignment ▪ Very good alignment	Public Consulting Group (PCG) Education  ▪ Poor alignment ▪ Fair alignment	Houghton Mifflin Harcourt - HMH  ▪ Very poor/no alignment ▪ Poor alignment ▪ Fair alignment ▪ Good alignment
1. DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION) a. Materials provide lessons to support the teacher with planning for differentiated instruction (includes suggested language, questions, pacing, scaffolding strategies, etc.).	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment Digital resources can be tailored to student level	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Incorporated throughout the Teacher's Edition textbook Teacher	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment Teacher Very good alignment	Public Consulting Group (PCG) Education  ▪ Fair alignment Teacher Fair alignment Teacher Fair alignment	Houghton Mifflin Harcourt - HMH  ▪ Poor alignment Teacher Poor alignment Teacher Poor alignment

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				Good alignment			

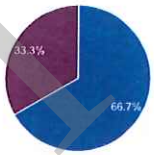
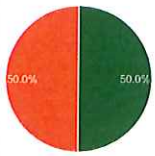
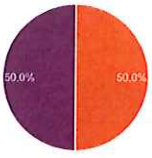
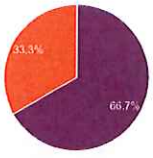
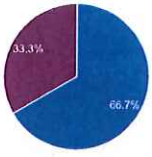
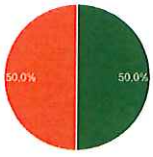
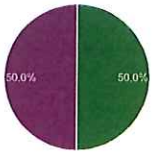
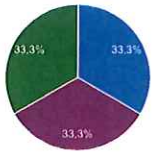
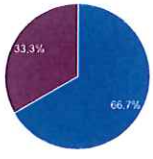
2. DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION) b. Questions and tasks support the development of academic language and content-based vocabulary.	*McGraw-Hill School Education*  ▪ Good alignment **Teacher** Good alignment	*McGraw-Hill School Education*  ▪ Good alignment **Teacher** Good alignment	*Savvas Learning Company LLC*  ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment	*Savvas Learning Company LLC*  ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment	*Savvas Learning Company LLC*  ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment small group tasks are provided **Teacher** Very good alignment	*Public Consulting Group (PCG) Education*  ▪ Fair alignment **Teacher** Fair alignment **Teacher** Fair alignment	*Houghton Mifflin Harcourt - HMH*  ▪ Poor alignment ▪ Fair alignment **Teacher** Fair alignment **Teacher** Poor alignment
3. DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION) c. Materials are flexible enough that teachers can use their own student data to make instructional decisions.	*McGraw-Hill School Education*  ▪ Good alignment **Teacher** Good alignment	*McGraw-Hill School Education*  ▪ Good alignment **Teacher** Good alignment	*Savvas Learning Company LLC*  ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment	*Savvas Learning Company LLC*  ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment **Teacher** Good alignment	*Public Consulting Group (PCG) Education*  ▪ Fair alignment **Teacher** Fair alignment **Teacher** Fair alignment	*Houghton Mifflin Harcourt - HMH*  ▪ Poor alignment ▪ Fair alignment **Teacher** Fair alignment **Teacher** Poor alignment
4. DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION) d. Language supports/scaffolds are aligned to academic tasks and address the four domains of language.	*McGraw-Hill School Education*  ▪ Good alignment **Teacher**	*McGraw-Hill School Education*  ▪ Good alignment **Teacher**	*Savvas Learning Company LLC*  ▪ Fair alignment ▪ Very good alignment **Teacher**	*Savvas Learning Company LLC*  ▪ Fair alignment ▪ Very good alignment **Teacher**	*Savvas Learning Company LLC*  ▪ Very good alignment **Teacher**	*Public Consulting Group (PCG) Education*  ▪ Fair alignment **Teacher**	*Houghton Mifflin Harcourt - HMH*  ▪ Fair alignment ▪ Good alignment **Teacher**

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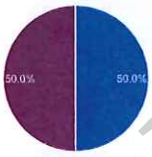
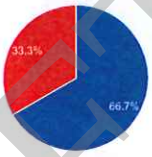
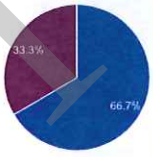
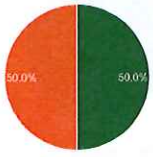
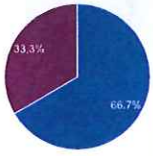
	Good alignment	Good alignment	Fair alignment Teacher: Very good alignment	Very good alignment Teacher: Very good alignment Teacher: Fair alignment	Very good alignment Teacher: Very good alignment Teacher: Very good alignment	Fair alignment Teacher: Fair alignment	Fair alignment Teacher: Good alignment
5. DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION) e. Texts include a variety of genres and culturally relevant text types.	McGraw-Hill School Education  ▪ Good alignment Teacher: Good alignment	McGraw-Hill School Education  ▪ Good alignment Teacher: Good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher: Good alignment Teacher: Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher: Very good alignment Teacher: Very good alignment Teacher: Good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher: Very good alignment Teacher: Very good alignment Teacher: Very good alignment	Public Consulting Group (PCG) Education  ▪ Fair alignment Teacher: Fair alignment Teacher: Fair alignment	Houghton Mifflin Harcourt - HMH  ▪ Very poor/no alignment ▪ Fair alignment Teacher: Fair alignment Teacher: Very poor/no alignment
6. DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION) f. Materials provide multiple means of representation including but not limited to pictures, graphs, videos, graphic organizers, hands-on/kinesthetic activities, etc.	McGraw-Hill School Education  ▪ Good alignment Teacher: Good alignment	McGraw-Hill School Education  ▪ Fair alignment Teacher: Fair alignment Does not come with a lot of visually engaging resources	Savvas Learning Company LLC  ▪ Very good alignment Teacher: Very good alignment Teacher: Very good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher: Very good alignment Teacher: Very good alignment Teacher: Very good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher: Very good alignment Teacher: Very good alignment Teacher: Very good alignment	Public Consulting Group (PCG) Education  ▪ Fair alignment Teacher: Fair alignment Teacher: Fair alignment	Houghton Mifflin Harcourt - HMH  ▪ Fair alignment Teacher: Fair alignment Teacher: Fair alignment
7. DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION) g. Lessons and materials are available for differentiating instruction for students who are having difficulty or need enrichment.	McGraw-Hill School Education  ▪ Good alignment Teacher: Good alignment	McGraw-Hill School Education  ▪ Good alignment Teacher: Good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher: Very good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher: Very good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher: Very good alignment	Public Consulting Group (PCG) Education  ▪ Fair alignment Teacher: Fair alignment	Houghton Mifflin Harcourt - HMH  ▪ Poor alignment ▪ Fair alignment Teacher

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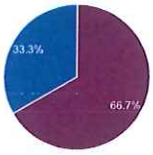
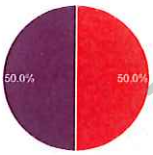
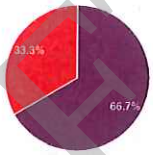
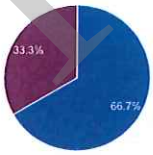
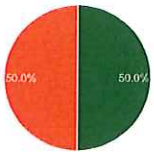
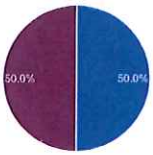
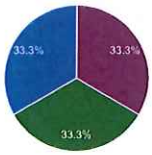
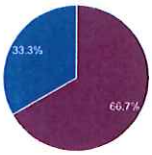
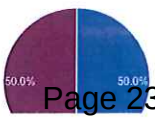
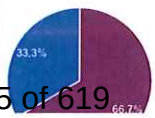
			Teacher: Very good alignment	Teacher: Very good alignment Teacher: Very good alignment	Teacher: Very good alignment Teacher: Very good alignment	Teacher: Fair alignment	Fair alignment Teacher: Poor alignment

8. ELL Instructional Support a. Multilingual, culturally relevant resources are available in various languages, in print or digital format (at minimum in Spanish, Haitian-Creole, and Portuguese).	McGraw-Hill School Education  ▪ Good alignment Teacher: Good alignment	McGraw-Hill School Education  ▪ Fair alignment Teacher: Fair alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher: Very good alignment Teacher: Very good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher: Very good alignment Teacher: Very good alignment Teacher: Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher: Very good alignment Teacher: Good alignment Teacher: Good alignment	Public Consulting Group (PCG) Education  ▪ Fair alignment Teacher: Fair alignment Teacher: Fair alignment There are Spanish texts available, but did not see any other languages.	Houghton Mifflin Harcourt - HMH  ▪ Poor alignment ▪ Fair alignment Teacher: Fair alignment Teacher: Poor alignment
9. ELL Instructional Support b. Materials provide multiple opportunities for extended academic discourse (oral and written) through richly developed diverse text-dependent and text-specific questions.	McGraw-Hill School Education  ▪ Good alignment Teacher: Good alignment	McGraw-Hill School Education  ▪ Fair alignment Teacher: Fair alignment	Savvas Learning Company LLC  ▪ Poor alignment ▪ Very good alignment Teacher: Poor alignment Teacher: Very good alignment	Savvas Learning Company LLC  ▪ Poor alignment ▪ Very good alignment Teacher: Very good alignment Teacher: Very good alignment Teacher: Poor alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher: Very good alignment Teacher: Good alignment Teacher: Good alignment	Public Consulting Group (PCG) Education  ▪ Fair alignment Teacher: Fair alignment Teacher: Fair alignment	Houghton Mifflin Harcourt - HMH  ▪ Poor alignment ▪ Fair alignment Teacher: Fair alignment Teacher: Poor alignment
10. ELL Instructional Support c. Lessons specify the necessary academic language and vocabulary to master the concepts without sacrificing the grade-level content, the rigor, or the home language.	McGraw-Hill School Education  ▪ Good alignment Teacher	McGraw-Hill School Education  ▪ Fair alignment Teacher	Savvas Learning Company LLC  ▪ Fair alignment ▪ Very good alignment	Savvas Learning Company LLC  ▪ Fair alignment ▪ Good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment	Public Consulting Group (PCG) Education  ▪ Fair alignment Teacher	Houghton Mifflin Harcourt - HMH  ▪ Poor alignment ▪ Fair alignment

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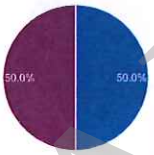
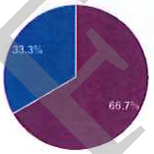
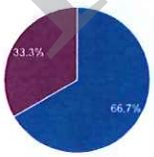
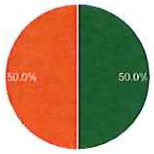
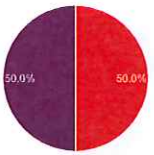
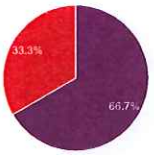
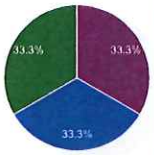
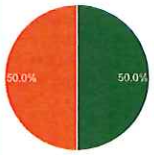
	Good alignment	Fair alignment	Teacher Fair alignment Teacher Very good alignment	Teacher Good alignment Teacher Very good alignment Teacher Fair alignment	Teacher Very good alignment Teacher Good alignment Teacher Good alignment	Fair alignment Teacher Fair alignment	Teacher Fair alignment Teacher Poor alignment
11. ELL Instructional Support d. Materials specify the language demands and challenges students may encounter at different levels of standard English language proficiency and opportunities for teachers to address those challenges along the progression of language acquisition. (preferably at the lesson level)	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	McGraw-Hill School Education  ▪ Fair alignment Teacher Fair alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Very poor/no alignment ▪ Good alignment Teacher Very poor/no alignment Teacher Good alignment Teacher Good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment Teacher Good alignment	Public Consulting Group (PCG) Education  ▪ Poor alignment ▪ Fair alignment Teacher Fair alignment Teacher Poor alignment	Houghton Mifflin Harcourt - HMH  ▪ Poor alignment ▪ Fair alignment Teacher Fair alignment Teacher Poor alignment
12. ELL Instructional Support e. All student, teacher, and support materials are cognizant of non-translated words from students' Native languages and make an effort to preserve their origin and meaning.	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	McGraw-Hill School Education  ▪ Fair alignment Teacher Fair alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment Teacher Good alignment	Public Consulting Group (PCG) Education  ▪ Poor alignment ▪ Fair alignment Teacher Fair alignment Teacher Poor alignment	Houghton Mifflin Harcourt - HMH  ▪ Poor alignment ▪ Fair alignment Teacher Fair alignment Teacher Poor alignment
13. ELL Instructional Support f. Differentiation and support are provided for supporting English Learners, students who are having difficulty, and those who need acceleration. Appropriate	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Public Consulting Group (PCG) Education	Houghton Mifflin Harcourt - HMH

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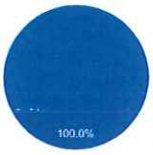
suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g. alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.)	 ▪ Good alignment **Teacher** Good alignment	 ▪ Fair alignment **Teacher** Fair alignment	 ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment	 ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment	 ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment **Teacher** Very good alignment	 ▪ Poor alignment ▪ Fair alignment **Teacher** Fair alignment **Teacher** Poor alignment providing a website to send students who are ELL is not supportive of their learning struggles.	 ▪ Poor alignment ▪ Fair alignment **Teacher** Fair alignment **Teacher** Poor alignment
14. ESE Instructional Support a. Aligned modified standards (Florida Access Points) are identified in teacher resource materials and lesson plans at point of use (in print or digital format).	*McGraw-Hill School Education*  ▪ Good alignment **Teacher** Good alignment	*McGraw-Hill School Education*  ▪ Fair alignment **Teacher** Fair alignment	*Savvas Learning Company LLC*  ▪ Very poor/no alignment ▪ Very good alignment **Teacher** Very poor/no alignment **Teacher** Very good alignment	*Savvas Learning Company LLC*  ▪ Very poor/no alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment **Teacher** Very poor/no alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment **Teacher** Good alignment	*Public Consulting Group (PCG) Education*  ▪ Fair alignment **Teacher** Fair alignment **Teacher** Fair alignment	*Houghton Mifflin Harcourt - HMH*  ▪ Poor alignment ▪ Fair alignment **Teacher** Fair alignment **Teacher** Poor alignment
15. ESE Instructional Support b. Instructional strategies, materials, and resources for teachers of gifted students are provided.	*McGraw-Hill School Education*  ▪ Good alignment **Teacher** Good alignment	*McGraw-Hill School Education*  ▪ Fair alignment **Teacher** Fair alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment **Teacher** Good alignment **Teacher** Very good alignment	*Savvas Learning Company LLC*  ▪ Fair alignment ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Fair alignment **Teacher** Good alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment **Teacher** Very good alignment	*Public Consulting Group (PCG) Education*  ▪ Fair alignment **Teacher** Fair alignment **Teacher** Fair alignment	*Houghton Mifflin Harcourt - HMH*  ▪ Poor alignment ▪ Fair alignment **Teacher** Fair alignment **Teacher** Poor alignment
16. ESE Instructional Support c. Materials, resources, and ancillary materials provide support for language comprehension (support for clearly	*McGraw-Hill School Education* 	*McGraw-Hill School Education* 	*Savvas Learning Company LLC* 	*Savvas Learning Company LLC* 	*Savvas Learning Company LLC* 	*Public Consulting Group (PCG) Education* 	*Houghton Mifflin Harcourt - HMH* 

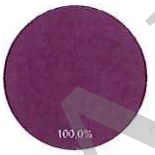
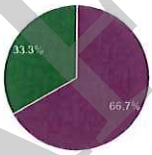
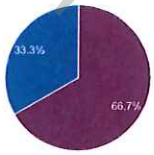
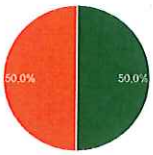
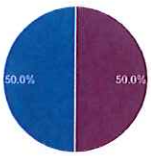
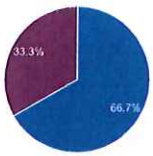
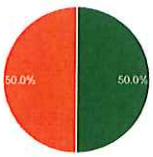
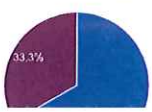
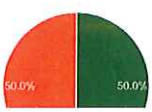
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(support for clearly defining critical vocabulary including photos, images, symbolic representation, teaches vocabulary in ways that promote connection to learners and prior knowledge, etc.).	 ▪ Good alignment Teacher Good alignment	 ▪ Fair alignment Teacher Fair alignment	 ▪ Good alignment ▪ Very good alignment Teacher Good alignment Teacher Very good alignment	 ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Good alignment	 ▪ Good alignment Teacher Good alignment Teacher Good alignment Teacher Good alignment	 ▪ Fair alignment Teacher Fair alignment Teacher Fair alignment	 ▪ Poor alignment ▪ Fair alignment Teacher Fair alignment Teacher Poor alignment

17. ESE Instructional Support d. Materials, resources, and ancillary materials address the needs of learners through a variety of scaffolding methods that can be gradually released.	*McGraw-Hill School Education*  ▪ Good alignment Teacher Good alignment	*McGraw-Hill School Education*  ▪ Fair alignment Teacher Fair alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment Teacher Good alignment Teacher Very good alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Good alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment Teacher Good alignment	*Public Consulting Group (PCG) Education*  ▪ Fair alignment Teacher Fair alignment Teacher Fair alignment	*Houghton Mifflin Harcourt - HMH*  ▪ Poor alignment ▪ Fair alignment Teacher Fair alignment Teacher Poor alignment
18. ESE Instructional Support e. Materials and resources include explicit, systematic, and multisensory reading instruction in phonological awareness and phonics instruction for students who continue to struggle with foundational skills in grades K to 5.	*McGraw-Hill School Education*  ▪ Good alignment Teacher Good alignment	*McGraw-Hill School Education*  ▪ Fair alignment Teacher Fair alignment	*Savvas Learning Company LLC*  ▪ Very poor/no alignment ▪ Very good alignment Teacher Very poor/no alignment Teacher Very good alignment	*Savvas Learning Company LLC*  ▪ Very poor/no alignment ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Very poor/no alignment	*Savvas Learning Company LLC*  ▪ Fair alignment ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment Teacher Fair alignment no strong evidence was seen	*Public Consulting Group (PCG) Education*  ▪ Fair alignment Teacher Fair alignment Teacher Fair alignment	*Houghton Mifflin Harcourt - HMH*  ▪ Poor alignment ▪ Fair alignment Teacher Fair alignment Teacher Poor alignment
19. Cultural Awareness Instructional Support	*McGraw-Hill School Education*	*McGraw-Hill School Education*	*Savvas Learning Company LLC*	*Savvas Learning Company LLC*	*Savvas Learning Company LLC*	*Public Consulting Group (PCG) Education*	*Houghton Mifflin Harcourt - HMH*

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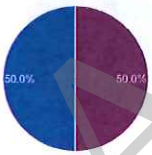
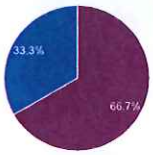
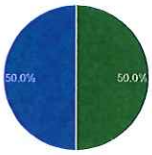
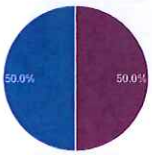
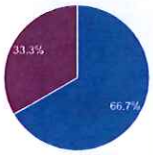
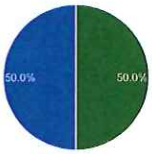
a. Materials and resources are rich in cultural diversity and relatable to students of various backgrounds. Materials use multiple and diverse examples that do not marginalize students. The examples speak across gender, cultures, socioeconomic status, age, and religion.	 ▪ Good alignment **Teacher** Good alignment	 ▪ Good alignment **Teacher** Good alignment	 ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment	 ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment	 ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment the text includes diverse perspectives **Teacher** Very good alignment	 ▪ Fair alignment **Teacher** Fair alignment **Teacher** Fair alignment	 ▪ Poor alignment ▪ Fair alignment **Teacher** Fair alignment **Teacher** Poor alignment

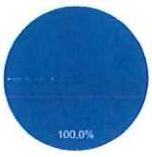
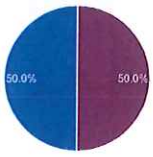
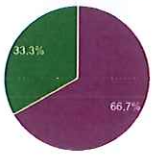
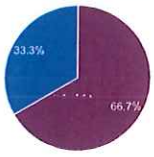
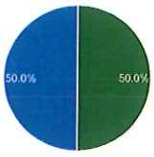
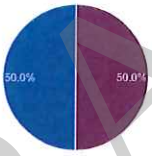
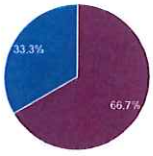
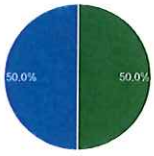
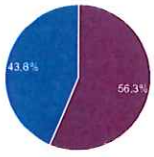
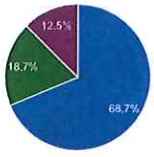
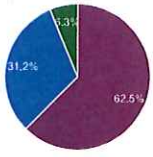
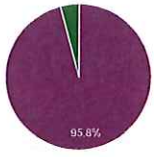
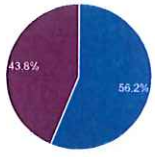
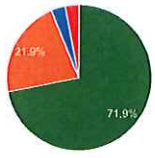
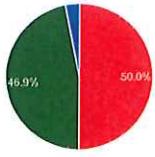
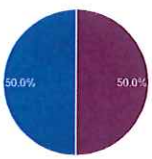
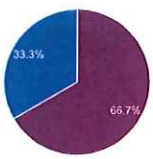
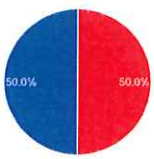
20. Cultural Awareness Instructional Support b. Instructional materials and resources should specifically include a variety of culturally relevant teaching strategies to support the learning of African/Hispanic/Latino descent students.	McGraw-Hill School Education  ▪ Good alignment **Teacher** Good alignment	McGraw-Hill School Education  ▪ Good alignment **Teacher** Good alignment	Savvas Learning Company LLC  ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment	Savvas Learning Company LLC  ▪ Fair alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Fair alignment **Teacher** Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment **Teacher** Very good alignment	Public Consulting Group (PCG) Education  ▪ Fair alignment **Teacher** Fair alignment **Teacher** Fair alignment	Houghton Mifflin Harcourt - HMH  ▪ Poor alignment ▪ Fair alignment **Teacher** Fair alignment **Teacher** Poor alignment
21. Cultural Awareness Instructional Support c. Materials and resources should include texts written by and about people of African/Hispanic/Latino descent, and be free from racial, linguistic, and gender stereotypes. Content intentionally includes authors of diverse backgrounds and discusses contributions made by historically underrepresented groups.	McGraw-Hill School Education  ▪ Good alignment **Teacher** Good alignment	McGraw-Hill School Education  ▪ Good alignment **Teacher** Good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment	Savvas Learning Company LLC  ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment **Teacher** Good alignment	Public Consulting Group (PCG) Education  ▪ Fair alignment **Teacher** Fair alignment **Teacher** Fair alignment	Houghton Mifflin Harcourt - HMH  ▪ Poor alignment ▪ Fair alignment **Teacher** Fair alignment **Teacher** Poor alignment
22. Cultural Awareness Instructional Support d. Culturally infused resources support the teacher with	McGraw-Hill School Education 	McGraw-Hill School Education 	Savvas Learning Company LLC 	Savvas Learning Company LLC 	Savvas Learning Company LLC 	Public Consulting Group (PCG) Education 	Houghton Mifflin Harcourt - HMH 

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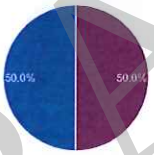
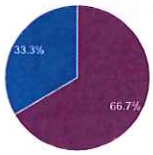
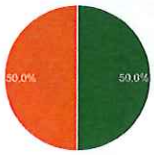
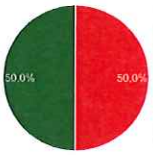
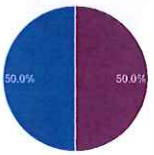
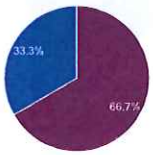
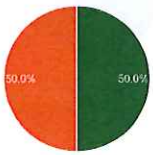
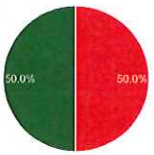
opportunities to engage and motivate a diversity of ideas and perspectives amongst diverse student populations, through active learning and collaboration, taking into consideration language proficiency levels.	 ▪ Good alignment Teacher Good alignment	 ▪ Good alignment Teacher Good alignment	 ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment	 ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Very good alignment	 ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment Teacher Good alignment	 ▪ Fair alignment Teacher Fair alignment Teacher Fair alignment	 ▪ Poor alignment ▪ Fair alignment Teacher Fair alignment Teacher Poor alignment

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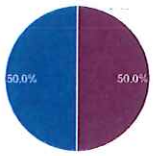
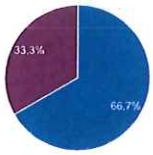
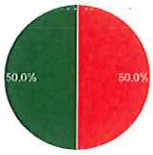
23. Cultural Awareness Instructional Support e. All materials use intentional inclusive language and do not include stereotypes or value judgments concerning gender, race, ethnicity, or ability.	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment Teacher Very good alignment	Public Consulting Group (PCG) Education  ▪ Fair alignment Teacher Fair alignment Teacher Fair alignment	Houghton Mifflin Harcourt - HMH  ▪ Fair alignment ▪ Good alignment Teacher Fair alignment Teacher Good alignment
24. Cultural Awareness Instructional Support f. The voices of people from different cultures,genders, sexualities, and with differing abilities are heard and not just spoken about by others.	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment Poetry highlights speakers of diverse perspectives Teacher Good alignment	Public Consulting Group (PCG) Education  ▪ Fair alignment Teacher Fair alignment Teacher Fair alignment	Houghton Mifflin Harcourt - HMH  ▪ Fair alignment ▪ Good alignment Teacher Fair alignment Teacher Good alignment

25. Cultural Awareness Instructional Support g. The discussion portions of the curriculum encourage students to bring their worlds and experiences to bear on the discussions at hand.	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment	Savvas Learning Company LLC  ▪ Fair alignment ▪ Very good alignment Teacher Very good alignment Teacher Fair alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment Teacher Very good alignment	Public Consulting Group (PCG) Education  ▪ Fair alignment Teacher Fair alignment Teacher Fair alignment	Houghton Mifflin Harcourt - HMH  ▪ Fair alignment ▪ Good alignment Teacher Fair alignment Teacher Good alignment
26. Social Emotional Learning (SEL) Instructional Support a. Lessons infuse Casel's Social Emotional Learning competencies (Self Awareness, Social Awareness, Responsible Decision Making, Self-Management, and Relationship Skills).	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	McGraw-Hill School Education  ▪ Poor alignment Teacher Poor alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment Teacher Very good alignment	Public Consulting Group (PCG) Education  ▪ Poor alignment ▪ Fair alignment Teacher Fair alignment Teacher Poor alignment	Houghton Mifflin Harcourt - HMH  ▪ Fair alignment ▪ Good alignment Teacher Fair alignment Teacher Good alignment
5. High Quality Instruction and Assessment: Unit Design, Text Sets, Questions, and Tasks	McGraw-Hill School Education  ▪ Good alignment ▪ Very good alignment	McGraw-Hill School Education  ▪ Fair alignment ▪ Good alignment ▪ Very good alignment	Savvas Learning Company LLC  ▪ Fair alignment ▪ Good alignment ▪ Very good alignment	Savvas Learning Company LLC  ▪ Fair alignment ▪ Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment	Public Consulting Group (PCG) Education  ▪ Very poor/no alignment ▪ Poor alignment ▪ Fair alignment ▪ Good alignment	Houghton Mifflin Harcourt - HMH  ▪ Very poor/no alignment ▪ Fair alignment ▪ Good alignment
1. Units and lessons are designed to build around topics and/or enduring understandings, and allow for multiple and varied opportunities to engage in texts including lessons that infuse opportunities to enhance instruction with technology, keeping in mind the digital divide.	McGraw-Hill School Education  ▪ Very good alignment Teacher	McGraw-Hill School Education  ▪ Good alignment Teacher	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher	Savvas Learning Company LLC  ▪ Very good alignment Teacher	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher	Public Consulting Group (PCG) Education  ▪ Poor alignment ▪ Fair alignment Teacher	Houghton Mifflin Harcourt - HMH  ▪ Very poor/no alignment ▪ Good alignment

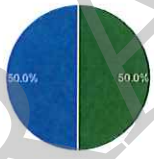
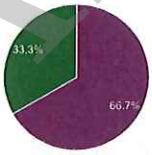
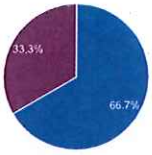
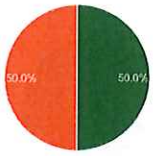
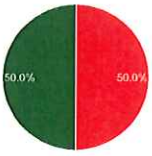
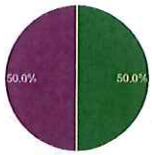
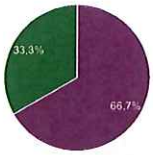
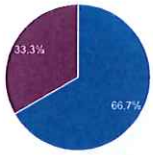
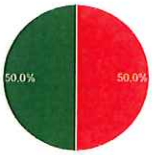
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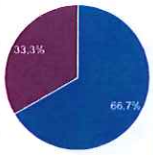
	Very good alignment	Good alignment	Very good alignment Teacher Good alignment	Very good alignment Teacher Very good alignment Teacher Very good alignment	Very good alignment Teacher Very good alignment Teacher Good alignment	Fair alignment Teacher Poor alignment	Teacher Very poor/no alignment Teacher Good alignment
2. Most units and lessons are designed to build student knowledge of the text(s) and topic through integration of the standards but not through exclusive or isolated focus on skills or individual standards (through drawing, dictating, writing, speaking or a combination, as appropriate).	*McGraw-Hill School Education*  ▪ Very good alignment **Teacher** Very good alignment	*McGraw-Hill School Education*  ▪ Good alignment **Teacher** Good alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment	*Savvas Learning Company LLC*  ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment This is one of the strengths of this curriculum. **Teacher** Very good alignment **Teacher** Good alignment	*Public Consulting Group (PCG) Education*  ▪ Poor alignment ▪ Fair alignment **Teacher** Fair alignment **Teacher** Poor alignment	*Houghton Mifflin Harcourt - HMH*  ▪ Very poor/no alignment ▪ Fair alignment **Teacher** Very poor/no alignment **Teacher** Fair alignment
3. Materials provide frequent opportunities and protocols for evidence-based discussions (small group, peer-to-peer, whole class) that encourage the modeling and use of academic vocabulary and syntax.	*McGraw-Hill School Education*  ▪ Very good alignment **Teacher** Very good alignment	*McGraw-Hill School Education*  ▪ Good alignment **Teacher** Good alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment	*Savvas Learning Company LLC*  ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment **Teacher** Good alignment	*Public Consulting Group (PCG) Education*  ▪ Poor alignment ▪ Fair alignment **Teacher** Fair alignment **Teacher** Poor alignment	*Houghton Mifflin Harcourt - HMH*  ▪ Very poor/no alignment ▪ Fair alignment **Teacher** Very poor/no alignment **Teacher** Fair alignment

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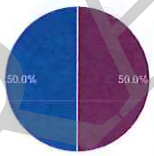
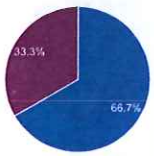
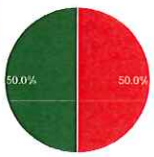
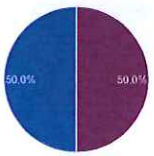
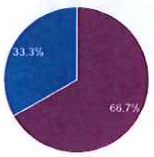
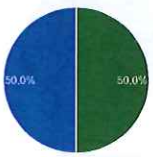
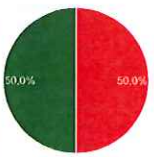
4. Materials support students' listening and speaking about what they are reading (or listening to through read alouds) and researching (shared projects) with relevant follow-up questions and supports. Materials support the teacher with ways to check for understanding.	McGraw-Hill School Education  ▪ Very good alignment **Teacher** Very good alignment	McGraw-Hill School Education  ▪ Good alignment **Teacher** Good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment	Savvas Learning Company LLC  ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment **Teacher** Good alignment	Public Consulting Group (PCG) Education  ▪ Fair alignment **Teacher** Fair alignment **Teacher** Fair alignment	Houghton Mifflin Harcourt - HMH  ▪ Very poor/no alignment ▪ Fair alignment **Teacher** Very poor/no alignment **Teacher** Fair alignment

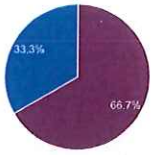
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5. Materials include explicit instruction of the grammar and conventions/language standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.	McGraw-Hill School Education  ▪ Very good alignment **Teacher** Very good alignment	McGraw-Hill School Education  ▪ Fair alignment **Teacher** Fair alignment grammar practice seems minimal; teachers may need to supplement	Savvas Learning Company LLC  ▪ Fair alignment ▪ Good alignment **Teacher** Fair alignment **Teacher** Good alignment	Savvas Learning Company LLC  ▪ Fair alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment **Teacher** Fair alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment **Teacher** Good alignment	Public Consulting Group (PCG) Education  ▪ Poor alignment ▪ Fair alignment **Teacher** Fair alignment **Teacher** Poor alignment very little explanations in regard to grammar or conventions.	Houghton Mifflin Harcourt - HMH  ▪ Very poor/no alignment ▪ Fair alignment **Teacher** Very poor/no alignment **Teacher** Fair alignment
6. Formative and Summative assessments clearly denote which standards are being emphasized, as well as interpretive guidance for teachers to monitor progress and provide interventions. There are a variety of assessments and item types, including performance tasks involving unique problem solving situations. Scoring rubrics are included, when appropriate. Assessment opportunities include multiple means of representation/modalities (Performance Tasks, Project Based Learning, Speeches, Presentations, etc.) Materials support the teacher with ways to check for understanding.	McGraw-Hill School Education  ▪ Good alignment **Teacher** Good alignment	McGraw-Hill School Education  ▪ Fair alignment **Teacher** Fair alignment Not sure that we are able to view all assessments online; but questioning we were able to view seems lower level	Savvas Learning Company LLC  ▪ Fair alignment ▪ Very good alignment **Teacher** Fair alignment **Teacher** Very good alignment	Savvas Learning Company LLC  ▪ Fair alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment **Teacher** Fair alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment Question? **Teacher** Good alignment **Teacher** Good alignment	Public Consulting Group (PCG) Education  ▪ Poor alignment ▪ Fair alignment **Teacher** Fair alignment **Teacher** Poor alignment short answers and performance tasks only	Houghton Mifflin Harcourt - HMH  ▪ Very poor/no alignment ▪ Fair alignment **Teacher** Very poor/no alignment **Teacher** Fair alignment

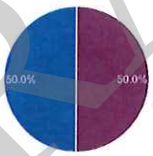
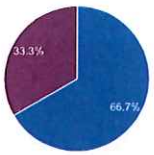
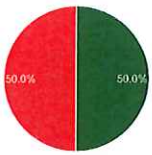
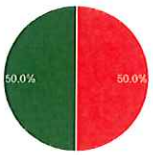
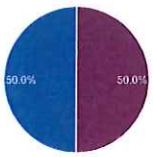
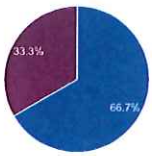
7. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographic).	McGraw-Hill School Education  ▪ Very good alignment Teacher Very good alignment	McGraw-Hill School Education  ▪ Very good alignment Teacher Very good alignment Good variety of text from multiple sources	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment Teacher Good alignment	Public Consulting Group (PCG) Education  ▪ Fair alignment Teacher Fair alignment Teacher Fair alignment	Houghton Mifflin Harcourt - HMH  ▪ Very poor/no alignment ▪ Fair alignment Teacher Very poor/no alignment Teacher Fair alignment

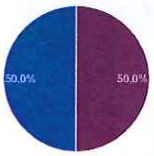
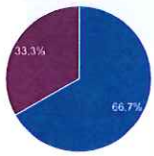
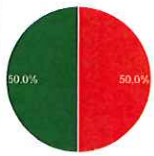
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8. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or in a language other than English, with extensive opportunities to work with grade level text and meet or exceed grade-level standards. Materials include 1/3 of the B.E.S.T. Standards Book List Correlation, and are represented in grade level instructional materials.	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	McGraw-Hill School Education  ▪ Fair alignment Teacher Fair alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment Teacher Good alignment	Public Consulting Group (PCG) Education  ▪ Fair alignment Teacher Fair alignment Teacher Fair alignment	Houghton Mifflin Harcourt - HMH  ▪ Very poor/no alignment ▪ Fair alignment Teacher Very poor/no alignment Teacher Fair alignment
9. Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Good alignment	Public Consulting Group (PCG) Education  ▪ Fair alignment ▪ Good alignment Teacher Fair alignment Teacher Good alignment	Houghton Mifflin Harcourt - HMH  ▪ Very poor/no alignment ▪ Fair alignment Teacher Very poor/no alignment Teacher Fair alignment

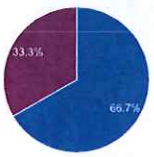
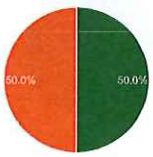
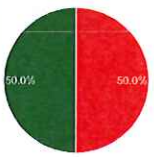
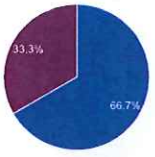
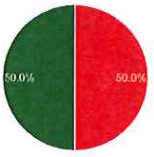
10. Materials include regular opportunities for writing which is text-based to support recall of information, opinions with reasons, and relevant information appropriate for the grade level. Resources provide a variety of engagement strategies (cooperative learning structures, turn and talk, collaborative learning opportunities, etc.).	*McGraw-Hill School Education*  ▪ Good alignment **Teacher** Good alignment	*McGraw-Hill School Education*  ▪ Good alignment **Teacher** Good alignment	*Savvas Learning Company LLC*  ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment	*Savvas Learning Company LLC*  ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment **Teacher** Good alignment	*Public Consulting Group (PCG) Education*  ▪ Poor alignment ▪ Fair alignment **Teacher** Fair alignment **Teacher** Poor alignment	*Houghton Mifflin Harcourt - HMH*  ▪ Very poor/no alignment ▪ Fair alignment **Teacher** Very poor/no alignment **Teacher** Fair alignment

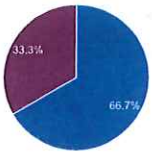
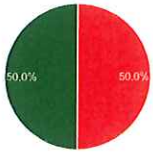
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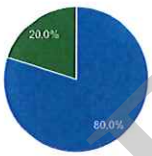
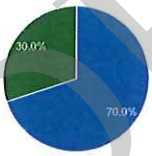
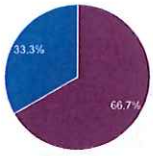
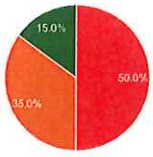
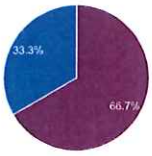
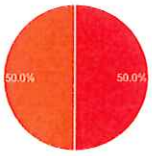
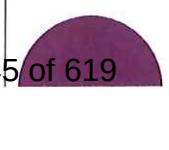
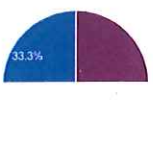
11. Materials include a balance of literacy content, with 50% literary text and 50% informational text.	*McGraw-Hill School Education*  ▪ Good alignment **Teacher** Good alignment	*McGraw-Hill School Education*  ▪ Good alignment **Teacher** Good alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment	*Savvas Learning Company LLC*  ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment Great selections for both **Teacher** Very good alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment **Teacher** Good alignment	*Public Consulting Group (PCG) Education*  ▪ Very poor/no alignment ▪ Fair alignment **Teacher** Fair alignment **Teacher** Very poor/no alignment almost 75% is informational text	*Houghton Mifflin Harcourt - HMH*  ▪ Very poor/no alignment ▪ Fair alignment **Teacher** Very poor/no alignment **Teacher** Fair alignment
12. Lessons include the gradual release model.	*McGraw-Hill School Education*  ▪ Very good alignment **Teacher** Very good alignment	*McGraw-Hill School Education*  ▪ Good alignment **Teacher** Good alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment	*Savvas Learning Company LLC*  ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment	*Savvas Learning Company LLC*  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment	*Public Consulting Group (PCG) Education*  ▪ Fair alignment **Teacher** Fair alignment **Teacher** Fair alignment	*Houghton Mifflin Harcourt - HMH*  ▪ Very poor/no alignment ▪ Fair alignment **Teacher** Very poor/no alignment **Teacher** Fair alignment

				Very good alignment Teacher Good alignment			
13. Routines include language for the teacher to introduce, define, or explain new skills through demonstration and modeling before students are asked to perform skills.	McGraw-Hill School Education  ▪ Very good alignment Teacher Very good alignment	McGraw-Hill School Education  ▪ Very good alignment Teacher Very good alignment gradual release in text	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment Teacher Good alignment	Public Consulting Group (PCG) Education  ▪ Fair alignment Teacher Fair alignment Teacher Fair alignment	Houghton Mifflin Harcourt - HMH  ▪ Very poor/no alignment ▪ Fair alignment Teacher Very poor/no alignment Teacher Fair alignment

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14. Materials include a culminating review based on standards mastery.	McGraw-Hill School Education  ▪ Very good alignment Teacher Very good alignment	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment Teacher Good alignment	Public Consulting Group (PCG) Education  ▪ Poor alignment ▪ Fair alignment Teacher Fair alignment Teacher Poor alignment	Houghton Mifflin Harcourt - HMH  ▪ Very poor/no alignment ▪ Fair alignment Teacher Very poor/no alignment Teacher Fair alignment
15. There are multiple opportunities for students to practice new skills with instruction for the teacher to give immediate corrective feedback.	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment	Public Consulting Group (PCG) Education  ▪ Fair alignment Teacher Fair alignment Teacher Fair alignment	Houghton Mifflin Harcourt - HMH  ▪ Very poor/no alignment ▪ Fair alignment Teacher Very poor/no alignment Teacher Fair alignment

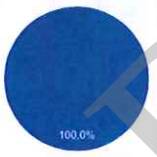
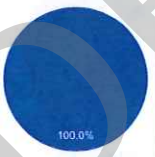
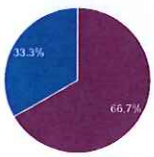
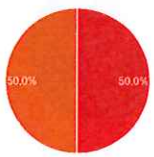
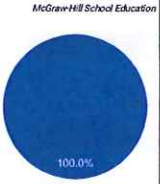
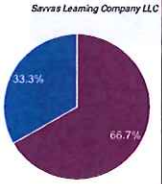
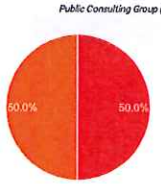
				Very good alignment Teacher Good alignment			
16. The content is written to the correct skill level of the standards and benchmarks in the course.	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment Teacher Good alignment	Public Consulting Group (PCG) Education  ▪ Fair alignment Teacher Fair alignment Teacher Fair alignment	Houghton Mifflin Harcourt - HMH  ▪ Very poor/no alignment ▪ Fair alignment Teacher Very poor/no alignment Teacher Fair alignment

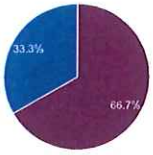
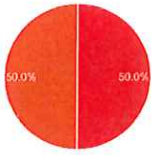
6. Digital Platform	McGraw-Hill School Education  ▪ Fair alignment ▪ Good alignment	McGraw-Hill School Education  ▪ Fair alignment ▪ Good alignment	Savvas Learning Company LLC  ▪ Very good alignment	Savvas Learning Company LLC  ▪ Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment	Public Consulting Group (PCG) Education  ▪ Very poor/no alignment ▪ Poor alignment ▪ Fair alignment	Houghton Mifflin Harcourt - HMH  ▪ Fair alignment ▪ Good alignment
1. The digital materials are well-designed with a user-friendly layout and organization that takes into account effective lesson structure and pacing.	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment it took a while to figure out the digital resources; they are there but could be more user friendly	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Good alignment	Public Consulting Group (PCG) Education  ▪ Very poor/no alignment ▪ Poor alignment Teacher Very poor/no alignment Teacher Poor alignment	Houghton Mifflin Harcourt - HMH  ▪ Fair alignment Teacher Fair alignment Teacher Fair alignment
2. The digital student resources include ample review and practice resources, clear directions, and	McGraw-Hill School Education 	McGraw-Hill School Education 	Savvas Learning Company LLC 	Savvas Learning Company LLC 	Savvas Learning Company LLC  	Public Consulting Group (PCG) Education 	Houghton Mifflin Harcourt - HMH 

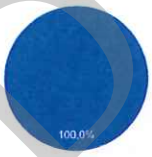
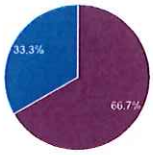
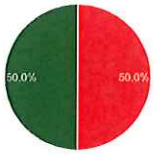
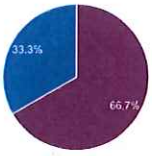
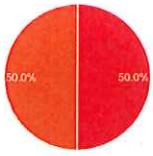
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directions, and explanation beyond the print version.	 ▪ Good alignment Teacher Good alignment	 ▪ Good alignment Teacher Good alignment	 ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment	 ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Very good alignment	 ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Good alignment	 ▪ Very poor/no alignment ▪ Poor alignment Teacher Very poor/no alignment Teacher Poor alignment	 ▪ Fair alignment Teacher Fair alignment Teacher Fair alignment

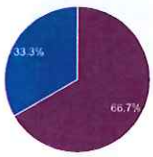
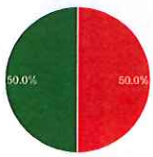
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3. The digital materials contain teacher's edition with ample and useful annotations and suggestions on how to present the content to students on a digital platform by embedding technology to support and enhance student learning.	 ▪ Good alignment Teacher Good alignment	 ▪ Good alignment Teacher Good alignment	 ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment	 ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Very good alignment	 ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Good alignment	 ▪ Very poor/no alignment ▪ Poor alignment Teacher Very poor/no alignment Teacher Poor alignment	 ▪ Fair alignment Teacher Fair alignment Teacher Fair alignment
4. The digital materials contain built-in differentiation and scaffold supports such as annotation tools, text-to-speech, speech-to-text, etc.	 ▪ Good alignment Teacher Good alignment	 ▪ Good alignment Teacher Good alignment	 ▪ Very good alignment Teacher Very good alignment Teacher	 ▪ Very good alignment Teacher Very good alignment Teacher	 ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher	 ▪ Very poor/no alignment ▪ Poor alignment Teacher Very poor/no alignment Teacher	 ▪ Fair alignment Teacher Fair alignment Teacher Fair alignment

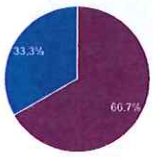
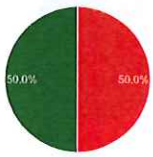
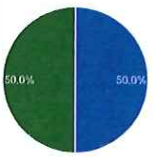
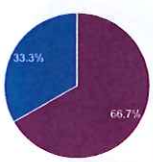
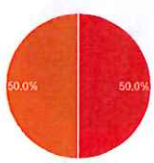
				Teacher Very good alignment	Very good alignment Teacher Good alignment	Poor alignment	
5. The digital materials contain a teacher's edition that contains full, adult-level explanations on how to substitute, augment, modify, and redefine (SAMR) content on a digital platform to support and enhance student learning.	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Good alignment	Public Consulting Group (PCG) Education  ▪ Very poor/no alignment ▪ Poor alignment Teacher Very poor/no alignment Teacher Poor alignment	Houghton Mifflin Harcourt - HMH  ▪ Fair alignment Teacher Fair alignment Teacher Fair alignment

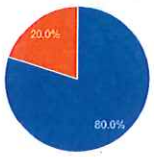
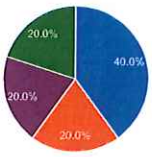
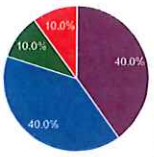
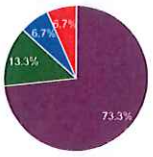
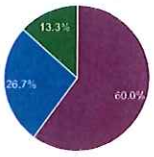
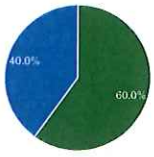
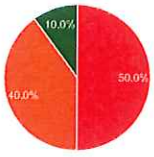
6. The digital materials include publisher-produced alignment documentation of the B.E.S.T. Standards addressed by specific questions, tasks, and assessment items.	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Good alignment	Public Consulting Group (PCG) Education  ▪ Very poor/no alignment ▪ Fair alignment Teacher Very poor/no alignment Teacher Fair alignment	Houghton Mifflin Harcourt - HMH  ▪ Fair alignment Teacher Fair alignment Teacher Fair alignment
7. The digital materials contain a teacher's edition with built in professional development and/or online support for teacher content and pedagogy growth and development.	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment	Public Consulting Group (PCG) Education  ▪ Very poor/no alignment ▪ Poor alignment Teacher Very poor/no alignment	Houghton Mifflin Harcourt - HMH  ▪ Fair alignment Teacher Fair alignment

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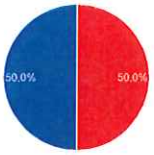
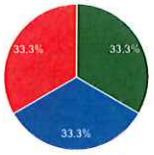
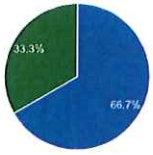
			Teacher: Very good alignment	Teacher: Very good alignment Teacher: Very good alignment	Teacher: Very good alignment Teacher: Good alignment	Teacher: Poor alignment	Teacher: Fair alignment
8. The digital materials contain strategies for informing all stakeholders, including students, parents, or caregivers about the digital ELA/literacy program and suggestions for how they can help support student progress and achievement.	McGraw-Hill School Education  ▪ Good alignment Teacher: Good alignment	McGraw-Hill School Education  ▪ Fair alignment Teacher: Fair alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher: Very good alignment Teacher: Very good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher: Very good alignment Teacher: Very good alignment Teacher: Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher: Very good alignment Teacher: Very good alignment Teacher: Good alignment	Public Consulting Group (PCG) Education  ▪ Very poor/no alignment ▪ Fair alignment Teacher: Very poor/no alignment Teacher: Fair alignment	Houghton Mifflin Harcourt - HMH  ▪ Fair alignment Teacher: Fair alignment Teacher: Fair alignment

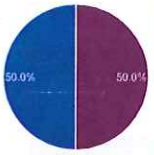
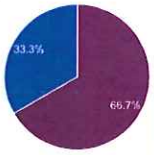
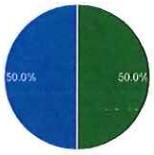
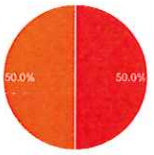
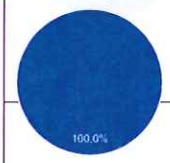
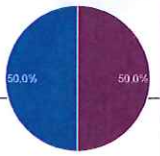
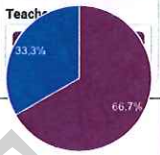
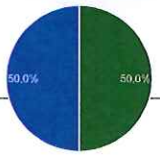
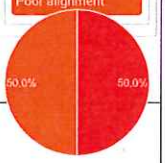
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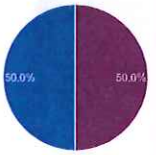
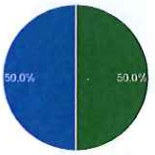
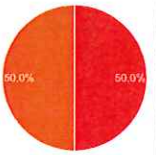
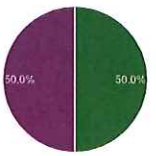
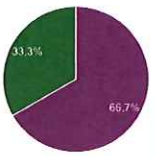
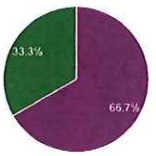
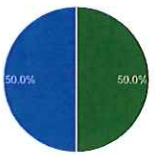
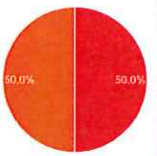
9. The digital platform includes progress monitoring reports aligned with B.E.S.T. standards to track assessment data.	McGraw-Hill School Education  ▪ Fair alignment Teacher: Fair alignment	McGraw-Hill School Education  ▪ Fair alignment Teacher: Fair alignment It may be available but I wasn't able to see it on my review	Savvas Learning Company LLC  ▪ Very good alignment Teacher: Very good alignment Teacher: Very good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher: Very good alignment Teacher: Very good alignment Teacher: Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher: Very good alignment Teacher: Very good alignment Teacher: Good alignment	Public Consulting Group (PCG) Education  ▪ Very poor/no alignment ▪ Fair alignment Teacher: Very poor/no alignment Teacher: Fair alignment	Houghton Mifflin Harcourt - HMH  ▪ Fair alignment ▪ Good alignment Teacher: Good alignment Teacher: Fair alignment
10. A writing platform is included in which students can respond digitally to prompts and receive feedback from teachers and peers.	McGraw-Hill School Education  ▪ Fair alignment Teacher: Fair alignment	McGraw-Hill School Education  ▪ Fair alignment Teacher: Fair alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher: Very good alignment Teacher: Very good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher: Very good alignment Teacher: Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher: Very good alignment Teacher: Very good alignment	Public Consulting Group (PCG) Education  ▪ Very poor/no alignment ▪ Poor alignment Teacher: Very poor/no alignment Teacher: Fair alignment	Houghton Mifflin Harcourt - HMH  ▪ Fair alignment Teacher: Fair alignment

			Teacher: Very good alignment	Teacher: Very good alignment Teacher: Very good alignment	Teacher: Very good alignment Teacher: Good alignment	Teacher: Poor alignment	Teacher: Fair alignment
7. Community Resources	McGraw-Hill School Education  ▪ Poor alignment ▪ Good alignment	McGraw-Hill School Education  ▪ Poor alignment ▪ Fair alignment ▪ Good alignment ▪ Very good alignment	Savvas Learning Company LLC  ▪ Very poor/no alignment ▪ Fair alignment ▪ Good alignment ▪ Very good alignment	Savvas Learning Company LLC  ▪ Very poor/no alignment ▪ Fair alignment ▪ Good alignment ▪ Very good alignment	Savvas Learning Company LLC  ▪ Fair alignment ▪ Good alignment ▪ Very good alignment	Public Consulting Group (PCG) Education  ▪ Fair alignment ▪ Good alignment	Houghton Mifflin Harcourt - HMH  ▪ Very poor/no alignment ▪ Poor alignment ▪ Fair alignment

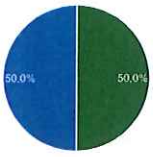
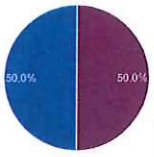
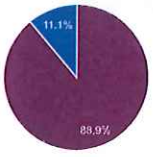
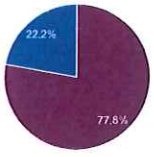
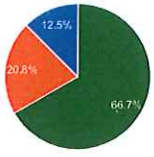
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1. Information for parents on pre-reading and other evidence-based reading strategies that promote grade-level proficient reading	McGraw-Hill School Education  ▪ Good alignment Teacher: Good alignment	McGraw-Hill School Education  ▪ Fair alignment Teacher: Fair alignment	Savvas Learning Company LLC  ▪ Very poor/no alignment ▪ Good alignment Teacher: Very poor/no alignment Teacher: Good alignment	Savvas Learning Company LLC  ▪ Very poor/no alignment ▪ Fair alignment ▪ Good alignment Teacher: Fair alignment Teacher: Good alignment Teacher: Very poor/no alignment	Savvas Learning Company LLC  ▪ Fair alignment ▪ Good alignment Teacher: Good alignment Teacher: Good alignment Teacher: Fair alignment not really there for parents in Spanish, but not many other languages	Public Consulting Group (PCG) Education  ▪ Fair alignment Teacher: Fair alignment Teacher: Fair alignment	Houghton Mifflin Harcourt - HMH  ▪ Very poor/no alignment ▪ Fair alignment Teacher: Very poor/no alignment Teacher: Fair alignment
2. Vocabulary in context at the beginning of the chapter and on line with suggested activities (e.g. use it in a sentence, etc)	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Public Consulting Group (PCG) Education	Houghton Mifflin Harcourt - HMH

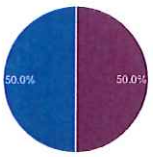
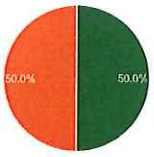
	 ▪ Good alignment Teacher Good alignment	 ▪ Good alignment Teacher Good alignment	 ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment	 ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment	 ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment	 ▪ Fair alignment ▪ Good alignment Teacher Fair alignment Teacher Good alignment	 ▪ Very poor/no alignment ▪ Poor alignment Teacher Very poor/no alignment Teacher Poor alignment
3. Higher order question samples	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	McGraw-Hill School Education  ▪ Poor alignment Teacher Poor alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment	Savvas Learning Company LLC Teacher  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC Teacher  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment Teacher Very good alignment	Public Consulting Group (PCG) Education  ▪ Fair alignment ▪ Good alignment Teacher Fair alignment Teacher Good alignment	Houghton Mifflin Harcourt - HMH Poor alignment  ▪ Very poor/no alignment ▪ Poor alignment Teacher Very poor/no alignment Teacher Poor alignment

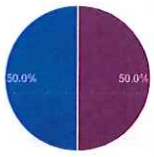
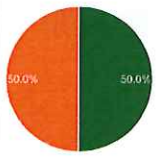
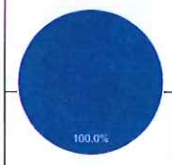
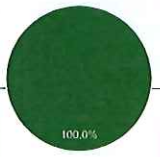
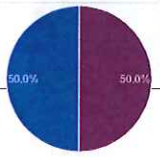
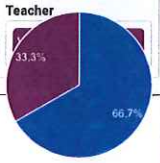
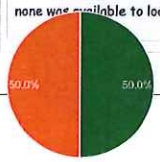
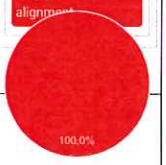
4. Comprehension questions	McGraw-Hill School Education  ▪ Poor alignment Teacher Poor alignment	McGraw-Hill School Education  ▪ Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Very good alignment	Public Consulting Group (PCG) Education  ▪ Fair alignment ▪ Good alignment Teacher Fair alignment Teacher Good alignment	Houghton Mifflin Harcourt - HMH  ▪ Very poor/no alignment ▪ Poor alignment Teacher Very poor/no alignment Teacher Poor alignment
5. Additional home support material	McGraw-Hill School Education  ▪ Good alignment Teacher	McGraw-Hill School Education  ▪ Good alignment Teacher	Savvas Learning Company LLC  ▪ Fair alignment ▪ Very good alignment	Savvas Learning Company LLC  ▪ Fair alignment ▪ Very good alignment	Savvas Learning Company LLC  ▪ Fair alignment ▪ Very good alignment	Public Consulting Group (PCG) Education  ▪ Fair alignment ▪ Good alignment	Houghton Mifflin Harcourt - HMH  ▪ Very poor/no alignment ▪ Poor alignment

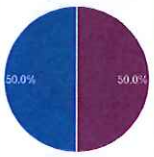
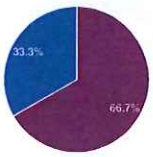
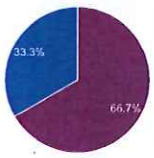
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	Good alignment	Good alignment	Teacher Fair alignment Teacher Very good alignment	Teacher Very good alignment Teacher Very good alignment Teacher Fair alignment	Teacher Very good alignment Teacher Very good alignment Teacher Fair alignment very limited	Teacher Fair alignment Teacher Good alignment	Teacher Very poor/no alignment Teacher Poor alignment
8. Professional Development and Instructional Routines	 ▪ Good alignment	 ▪ Fair alignment ▪ Good alignment	 ▪ Good alignment ▪ Very good alignment	 ▪ Good alignment ▪ Very good alignment	 ▪ Good alignment ▪ Very good alignment	 ▪ Poor alignment ▪ Fair alignment ▪ Good alignment	 ▪ Very poor/no alignment

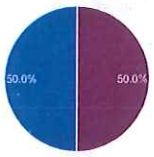
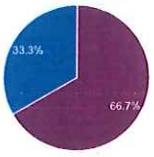
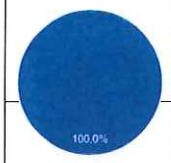
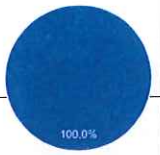
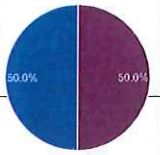
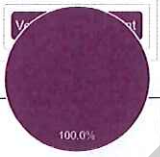
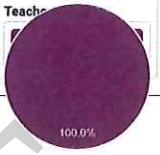
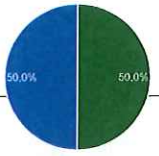
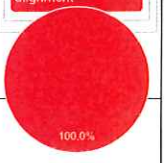
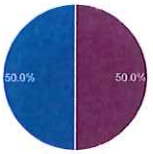
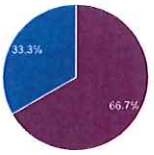
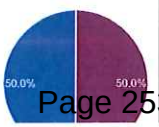
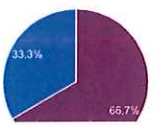
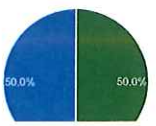
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1. The teacher's edition has built in professional development and/or online support for teacher content and pedagogy growth and development.	 ▪ Good alignment Teacher Good alignment	 ▪ Fair alignment Teacher Fair alignment	 ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment	 ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Very good alignment	 ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment PD resources are provided Teacher Very good alignment	 ▪ Poor alignment ▪ Fair alignment Teacher Fair alignment Teacher Poor alignment	 ▪ Very poor/no alignment Teacher Very poor/no alignment Teacher Very poor/no alignment
2. Professional development and coaching are available, inclusive of total cost, to support implementing the program with fidelity.	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Public Consulting Group (PCG) Education	Houghton Mifflin Harcourt - HMH

	 ▪ Good alignment Teacher Good alignment	 ▪ Fair alignment Teacher Fair alignment	 ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment	 ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment	 ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment	 ▪ Poor alignment ▪ Fair alignment Teacher Fair alignment Teacher Poor alignment	 ▪ Very poor/no alignment Teacher Very poor/no alignment Teacher Very poor/no alignment
3. Professional development is available as a supplement.	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	McGraw-Hill School Education  ▪ Fair alignment Teacher Fair alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Good alignment Teacher Good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Very good alignment	Public Consulting Group (PCG) Education none was available to look over  ▪ Poor alignment ▪ Fair alignment Teacher Fair alignment Teacher Poor alignment none was provided for review	Houghton Mifflin Harcourt - HMH  ▪ Very poor/no alignment Teacher Very poor/no alignment Teacher Very poor/no alignment

4. Professional development is available for the duration of the adoption.	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	McGraw-Hill School Education  ▪ Fair alignment Teacher Fair alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment Teacher Very good alignment	Public Consulting Group (PCG) Education  ▪ Poor alignment ▪ Fair alignment Teacher Fair alignment Teacher Poor alignment	Houghton Mifflin Harcourt - HMH  ▪ Very poor/no alignment Teacher Very poor/no alignment Teacher Very poor/no alignment
5. The structured lesson format includes a plan, procedure, or routine that is carried through the sequence of teaching skills.	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Public Consulting Group (PCG) Education	Houghton Mifflin Harcourt - HMH

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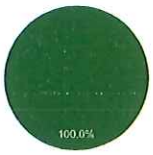
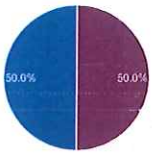
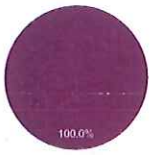
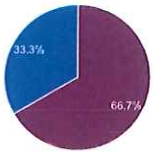
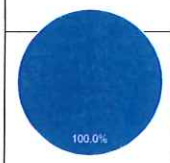
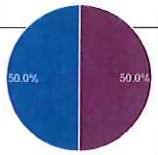
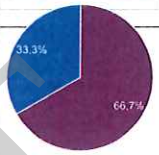
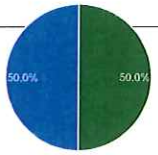
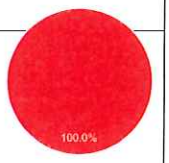
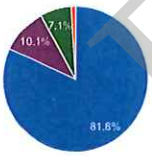
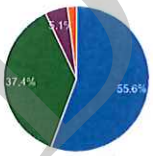
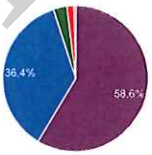
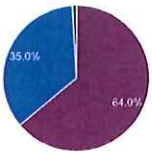
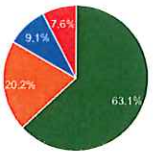
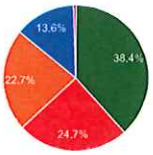
	 ▪ Good alignment Teacher Good alignment	 ▪ Good alignment Teacher Good alignment	 ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment	 ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment	 ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment	 ▪ Poor alignment ▪ Fair alignment Teacher Fair alignment Teacher Poor alignment	 ▪ Very poor/no alignment Teacher Very poor/no alignment Teacher Very poor/no alignment
6. A clear and consistent lesson format is evident.	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment	Savvas Learning Company LLC Teacher  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC Teache  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Very user friendly; will benefit new teachers Teacher Very good alignment	Public Consulting Group (PCG) Education  ▪ Fair alignment ▪ Good alignment Teacher Fair alignment Teacher Good alignment	Very poor/no alignment  ▪ Very poor/no alignment Teacher Very poor/no alignment Teacher Very poor/no alignment
7. There is a daily schedule of lessons noting suggestions for the length of lessons and units.	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	McGraw-Hill School Education  ▪ Good alignment Teacher Good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment	Savvas Learning Company LLC  ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment Teacher Very good alignment	Public Consulting Group (PCG) Education  ▪ Fair alignment Teacher Fair alignment Teacher Fair alignment daily schedule of lessons was not provided for review.	Houghton Mifflin Harcourt - HMH  ▪ Very poor/no alignment Teacher Very poor/no alignment Teacher Very poor/no alignment
8. Independent or group practice occurs after teacher-led instruction on the skill.	McGraw-Hill School Education 	McGraw-Hill School Education 	Savvas Learning Company LLC 	Savvas Learning Company LLC 	Savvas Learning Company LLC 	Public Consulting Group (PCG) Education 	Houghton Mifflin Harcourt - HMH 

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	100.0% ▪ Good alignment Teacher Good alignment	100.0% ▪ Good alignment Teacher Good alignment	▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment	100.0% ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Very good alignment	▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment Teacher Very good alignment	▪ Fair alignment ▪ Good alignment Teacher Fair alignment Teacher Good alignment	100.0% ▪ Very poor/no alignment Teacher Very poor/no alignment Teacher Very poor/no alignment
9. Lessons include instructional routines, noting what the teacher should say, which includes a step-by-step sequence, procedures, and consistent language across lessons and grades.	McGraw-Hill School Education 100.0% ▪ Good alignment Teacher Good alignment	McGraw-Hill School Education 100.0% ▪ Fair alignment Teacher Fair alignment	Savvas Learning Company LLC 50.0% 50.0% ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment	Savvas Learning Company LLC 33.3% 66.7% ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment Teacher Very good alignment	Savvas Learning Company LLC 33.3% 66.7% ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment Teacher Very good alignment	Public Consulting Group (PCG) Education 100.0% ▪ Fair alignment Teacher Fair alignment Teacher Fair alignment	Houghton Mifflin Harcourt - HMH 100.0% ▪ Very poor/no alignment Teacher Very poor/no alignment Teacher Very poor/no alignment

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10. The teacher manual(s) include directions for how to implement lessons (e.g., materials, target skill, script or wording for how to teach, examples to use, specific content such as wordlists or book list).	McGraw-Hill School Education 100.0% ▪ Good alignment Teacher Good alignment	McGraw-Hill School Education 100.0% ▪ Good alignment Teacher Good alignment	Savvas Learning Company LLC 50.0% 50.0% ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment	Savvas Learning Company LLC 100.0% ▪ Very good alignment Teacher Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC 33.3% 66.7% ▪ Good alignment ▪ Very good alignment Teacher Very good alignment Teacher Good alignment Teacher Very good alignment	Public Consulting Group (PCG) Education 100.0% ▪ Fair alignment Teacher Fair alignment Teacher Fair alignment	Houghton Mifflin Harcourt - HMH 100.0% ▪ Very poor/no alignment Teacher Very poor/no alignment Teacher Very poor/no alignment
11. The program contains student motivational features that are optimal	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Public Consulting Group (PCG) Education	Houghton Mifflin Harcourt - HMH

for delivering effective instruction.	 ▪ Good alignment **Teacher** Good alignment	 ▪ Fair alignment **Teacher** Fair alignment student interface is not particularly engaging	 ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment	 ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment	 ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment **Teacher** Very good alignment	 ▪ Fair alignment **Teacher** Fair alignment **Teacher** Fair alignment	 ▪ Very poor/no alignment **Teacher** Very poor/no alignment **Teacher** Very poor/no alignment
12. ~~The same routines,~~ terminology, and procedures are used across skill areas and over time.	McGraw-Hill School Education  ▪ Good alignment **Teacher** Good alignment	McGraw-Hill School Education  ▪ Good alignment **Teacher** Good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment	Savvas Learning Company LLC  ▪ Very good alignment **Teacher** Very good alignment **Teacher** Very good alignment The consistency of the book is a great feature. **Teacher** Very good alignment	Savvas Learning Company LLC  ▪ Good alignment ▪ Very good alignment **Teacher** Very good alignment **Teacher** Good alignment **Teacher** Very good alignment	Public Consulting Group (PCG) Education  ▪ Fair alignment ▪ Good alignment **Teacher** Fair alignment **Teacher** Good alignment	Houghton Mifflin Harcourt - HMH  ▪ Very poor/no alignment **Teacher** Very poor/no alignment **Teacher** Very poor/no alignment
Summary	McGraw-Hill School Education  ▪ Poor alignment ▪ Fair alignment ▪ Good alignment ▪ Very good alignment **Teacher** Overall this text has all necessary components to teach the BEST standards. At least 1/3 of the recommended texts are included and leveled instruction is present. However, the portal is difficult to navigate and the questioning is lower-level. # Responses 1	McGraw-Hill School Education  ▪ Poor alignment ▪ Fair alignment ▪ Good alignment ▪ Very good alignment **Teacher** This is the Honda of texts. It has what you need, but no bells and whistles. It's strength is the amount of titles that are recommended with the standards. It's weakness is the user interface which is not immediately user friendly. After further inspection, it does have nice teacher supports through digital quizzing and differentiated materials. # Responses 1	Savvas Learning Company LLC  ▪ Very poor/no alignment ▪ Poor alignment ▪ Fair alignment ▪ Good alignment ▪ Very good alignment **Teacher** ELL supports exists but mostly on the digital platform Scope and sequence very user friendly Online novels available to students Does not have fluency or foundational skills **Teacher** Overall this textbook provides the materials and resources needed by the teachers to meet the BEST standards. The online platform and library [illegible]	Savvas Learning Company LLC  ▪ Very poor/no alignment ▪ Poor alignment ▪ Fair alignment ▪ Good alignment ▪ Very good alignment **Teacher** SAVVAS is the front runner as consensus for grades 6-8. **Teacher** ELL supports exists but mostly on the digital platform Scope and sequence very user friendly Online novels available to students Does not have fluency or foundational skills **Teacher** This product was [illegible]	Savvas Learning Company LLC  ▪ Fair alignment ▪ Good alignment ▪ Very good alignment **Teacher** Very teacher and student friendly with targeted instruction and materials. This would be great for new teachers and those that don't have time to constantly search for resources to complement the curriculum in the text. Allows for student ownership with self-evaluation of progress. Daily exit tickets support quick feedback. Multimedia resources are provided. Academic vocabulary is included. Includes sonnet and villanelle for poetry standards. Includes some but not all of	Public Consulting Group (PCG) Education  ▪ Very poor/no alignment ▪ Poor alignment ▪ Fair alignment ▪ Good alignment **Teacher** Based on what was provided for review, teacher manuals and student journals, it is not recommended that this book adoption NOT be adopted. **Teacher** We found the teacher's edition to be hard to read and use - not user friendly. The books were lacking exciting photos, graphics, etc. for student engagement. We were unable to access the online platform. We did not like the multiple module format. The activities lacked authenticity and felt like more of a workbook. It was hard to understand exactly where the texts were coming from at some points, would the students have the novels?	Houghton Mifflin Harcourt - HMH  ▪ Very poor/no alignment ▪ Poor alignment ▪ Fair alignment ▪ Good alignment ▪ Very good alignment **Teacher** There are several positives and negatives. The overall issue with the resource is that it is not aligned to the best standards. Teachers will be in the same position of having to create all of their own resources and activities for students to interact with the text with the standards in mind. **Teacher** This product is fair. It has some enhancements from

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teachers to meet the needs of the standards through providing access to a majority of the text.

Responses 2

the most user friendly. Its components were consistent, rational, visually attractive, and organized. It would be a perfect textbook for a first-year or struggling teacher to learn their craft. For a more experienced teacher, it had components that instantly addressed skills that are commonly taught, in clear language. There was no confusion. It would be a product I'd turn to instead of trying to create my own materials. It included selections I'd choose for rigor and engagement. Lots of pros, very few cons.

Responses 3

recommended texts. Greek/latin roots will have to be taught at beginning because they are addressed each unit. (Good incorporation of vocab. strategies.)

Teacher

1. The publisher was forthcoming with research results including outside independent investigation. Research indicates Tier 3 ESSA (2017edition).

2. Curriculum meets scope and sequence requirements.

3. Curriculum appears to meet the BEST standards. NOTE: Publisher has updated material to meet BEST standards.

4. The curriculum addresses the needs of all learners

5. Assessment: Question was brought up regarding base assessment and ancillary assessment. Specifically, what is included and not included in the Major Tools package.

6. Meets or exceeds requirements.

7. Meets requirements.

8. Meets or exceeds requirements.

Teacher

Overall, this book adoption has all of the requirements necessary for a great start to the

BEST standards that are being adopted.

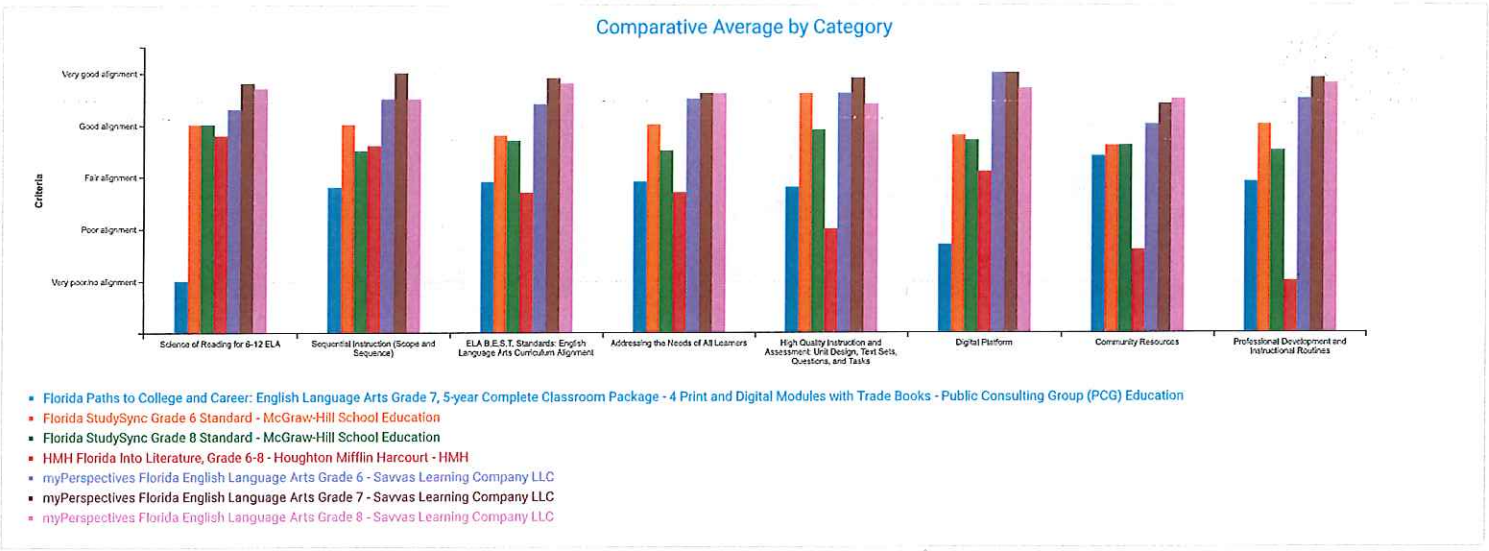
Responses 3

Responses 2

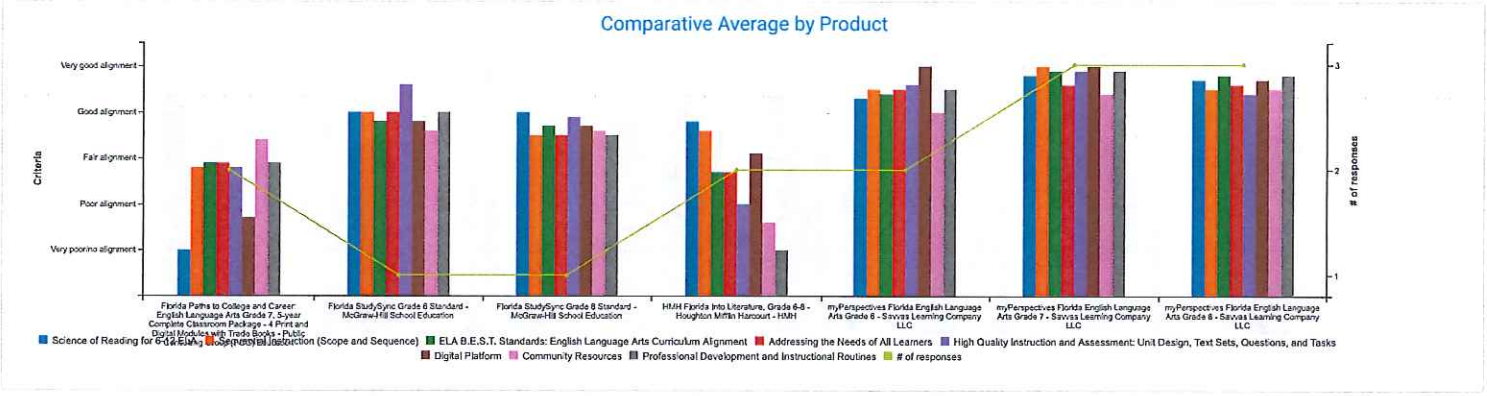
the current Collections book with more current popular literature BUT it does not contain much of the recommended text listed with the new standards for 8th grade. Positives: translated into Spanish, hook videos, infuse grammar into selections, essential questions, differing perspectives, grouped topics and themes. Negatives: lack of recommended text, not clear that the questions will meet new standards

Responses 2

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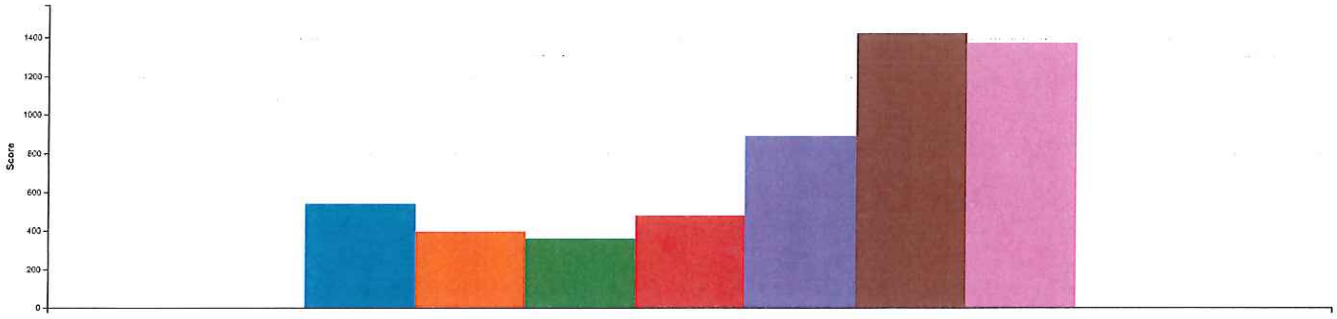

Comparative Average by Category
Criteria
Very good alignment
Good alignment
Fair alignment
Poor alignment
Very poor/no alignment
Science of Reading for 6-12 ELA
Sequential Instruction (Scope and Sequence)
ELA B.E.S.T. Standards: English Language Arts Curriculum Alignment
Addressing the Needs of All Learners
High Quality Instruction and Assessment: Unit Design, Text Sets, Questions, and Tasks
Digital Platform
Community Resources
Professional Development and Instructional Routines
Florida Paths to College and Career: English Language Arts Grade 7, 5-year Complete Classroom Package - 4 Print and Digital Modules with Trade Books - Public Consulting Group (PCG) Education
Florida StudySync Grade 6 Standard - McGraw-Hill School Education
Florida StudySync Grade 8 Standard - McGraw-Hill School Education
HMH Florida Into Literature, Grade 6-8 - Houghton Mifflin Harcourt - HMH
myPerspectives Florida English Language Arts Grade 6 - Savvas Learning Company LLC
myPerspectives Florida English Language Arts Grade 7 - Savvas Learning Company LLC
myPerspectives Florida English Language Arts Grade 8 - Savvas Learning Company LLC

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Comparative Average by Product
Very good alignment
Good alignment
Fair alignment
Poor alignment
Very poorno alignment
Criteria
of responses
Florida Paths to College and Career English Language Arts Grade 7, 5-year Complete Classroom Package - 4 Print and Digital Modules with Trade Books - Public
Florida StudySync Grade 6 Standard - McGraw-Hill School Education
Florida StudySync Grade 8 Standard - McGraw-Hill School Education
HMH Florida Into Literature, Grade 6-8 - Houghton Mifflin Harcourt - HMH
myPerspectives Florida English Language Arts Grade 8 - Savvas Learning Company LLC
myPerspectives Florida English Language Arts Grade 7 - Savvas Learning Company LLC
myPerspectives Florida English Language Arts Grade 6 - Savvas Learning Company LLC
Science of Reading for 6-12 ELA
ELA B.E.S.T. Standards: English Language Arts Curriculum Alignment
Addressing the Needs of All Learners
High Quality Instruction and Assessment: Unit Design, Text Sets, Questions, and Tasks
Digital Platform
Community Resources
Professional Development and Instructional Routines
of responses

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Summative Evaluation Results



- Florida Paths to College and Career: English Language Arts Grade 7, 5-year Complete Classroom Package - 4 Print and Digital Modules with Trade Books - Public Consulting Group (PCG) Education
- Florida StudySync Grade 6 Standard - McGraw-Hill School Education
- Florida StudySync Grade 8 Standard - McGraw-Hill School Education
- HMH Florida Into Literature, Grade 6-8 - Houghton Mifflin Harcourt - HMH
- myPerspectives Florida English Language Arts Grade 6 - Savvas Learning Company LLC
- myPerspectives Florida English Language Arts Grade 7 - Savvas Learning Company LLC
- myPerspectives Florida English Language Arts Grade 8 - Savvas Learning Company LLC

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Preselection Committee 9-12: English 1-4 Scorecard
Clay County District Schools 2020 Secondary 6-12 ELA Adoption Rubric
English 1-4

Detail ☐ Average Calculation

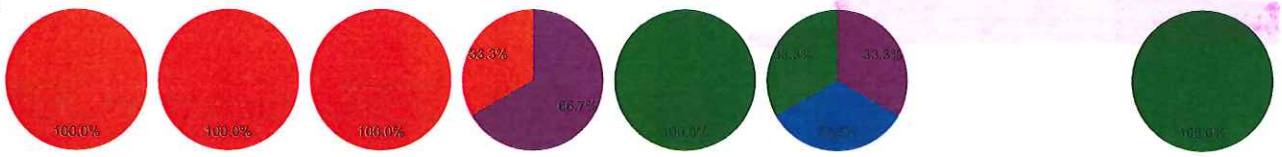
Detail ☑ Pie chart View Results

Hide ☐ Show Scores

		Florida StudySync Grade 9 Standard - McGraw-Hill School Education	Florida StudySync Grade 10 Standard - McGraw-Hill School Education	Florida StudySync Grade 11 Standard - McGraw-Hill School Education	Florida StudySync Grade 12 Standard - McGraw-Hill School Education	myPerspectives Florida English Language Arts Grade 9 - Savvas Learning Company LLC	myPerspectives Florida English Language Arts Grade 10 - Savvas Learning Company LLC	myPerspectives Florida English Language Arts Grade 12 - Savvas Learning Company LLC	HMH Florida Into Literature, Grade 6-12 - Houghton Mifflin Harcourt - HMH
1.	Science of Reading for 6-12 ELA	McGraw-Hill School Education 100.0% • Very poor/no alignment	McGraw-Hill School Education 100.0% • Very poor/no alignment	McGraw-Hill School Education 100.0% • Very poor/no alignment	McGraw-Hill School Education 16.7% 50.0% 33.3% • Very poor/no alignment • Fair alignment • Good alignment	Savvas Learning Company LLC 100.0% • Good alignment	Savvas Learning Company LLC 100.0% • Good alignment	Savvas Learning Company LLC 100.0% • Good alignment	Houghton Mifflin Harcourt - HMH 33.3% 66.7% • Poor alignment • Fair alignment
1.	For the grades for which the program is submitted, the program must include evidence of alignment to ESSA Evidence Level 1, 2, 3 or 4. Tier 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies. Tier 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies. Tier 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias). Tier 4 – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.	McGraw-Hill School Education 100.0% • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education 100.0% • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education 100.0% • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education 33.3% 66.7% • Very poor/no alignment • Good alignment Teacher Good alignment Teacher Very poor/no alignment Teacher Good alignment	Savvas Learning Company LLC 100.0% • Good alignment Teacher Good alignment Contains best practices for improving comprehension and differentiating instruction, excellent articulation of scaffolding.	Savvas Learning Company LLC 100.0% • Good alignment Teacher Good alignment Teacher Good alignment Teacher Good alignment Contains best practices for improving comprehension and differentiating instruction, excellent articulation of scaffolding.	Savvas Learning Company LLC 100.0% • Good alignment Teacher Good alignment Best practices included with each text. Identifies ways to specifically differentiate	Houghton Mifflin Harcourt - HMH 100.0% • Fair alignment Teacher Fair alignment Teacher Fair alignment
2.	The program provides evidence of grounding in conceptual research and theoretical models with reference to research articles and websites.	McGraw-Hill School Education 100.0% • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education 100.0% • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education 100.0% • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education 33.3% 33.3% 33.3% • Very poor/no alignment • Fair alignment • Good alignment Teacher Fair alignment Teacher Very poor/no alignment Teacher Good alignment	Savvas Learning Company LLC 100.0% • Good alignment Teacher Good alignment	Savvas Learning Company LLC 100.0% • Good alignment Teacher Good alignment Teacher Good alignment Teacher Good alignment	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH 100.0% • Poor alignment Teacher Poor alignment
2.	Sequential Instruction (Scope and Sequence)	McGraw-Hill School Education 100.0% • Very poor/no alignment	McGraw-Hill School Education 100.0% • Very poor/no alignment	McGraw-Hill School Education 100.0% • Very poor/no alignment	McGraw-Hill School Education 25.0% 41.7% 33.3% • Very poor/no alignment • Good alignment • Very good alignment	Savvas Learning Company LLC 25.0% 50.0% 25.0% • Poor alignment • Fair alignment • Very good alignment	Savvas Learning Company LLC 11.1% 33.3% 22.2% 33.3% • Poor alignment • Fair alignment • Good alignment • Very good alignment	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH 100.0% • Fair alignment
1.		McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH

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There is a detailed scope and sequence including a list of specific skills taught, a sequence for teaching the skills over the course of the year, and a timeline showing when skills are taught (by week, month, unit).



• Very poor/no alignment
Teacher
Very poor/no alignment

• Very poor/no alignment
Teacher
Very poor/no alignment

• Very poor/no alignment
Teacher
Very poor/no alignment

• Very poor/no alignment
• Very good alignment
Teacher
Very good alignment

The textbook has a proper pacing guide.

Teacher
Very poor/no alignment
Teacher
Very good alignment

I seriously LOVE how well it is all mapped out per unit. It seriously makes me wish I had this book now.

McGraw-Hill School Education

• Fair alignment
Teacher
Fair alignment

• Fair alignment
• Good alignment
• Very good alignment
Teacher
Very good alignment
Teacher
Good alignment
Teacher
Fair alignment

• Fair alignment
Teacher
Fair alignment

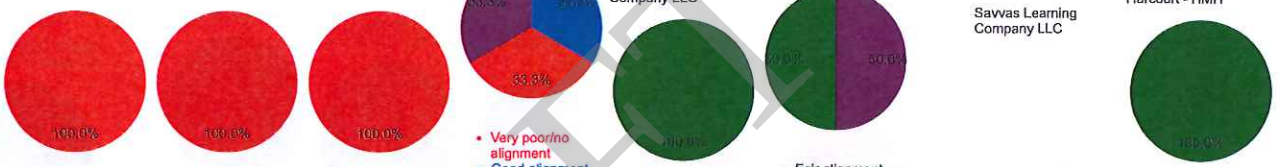
2. The scope and sequence for a skill within a grade shows a clear progression from easier to harder.

McGraw-Hill School Education

Savvas Learning Company LLC

Savvas Learning Company LLC

Houghton Mifflin Harcourt - HMH



• Very poor/no alignment
Teacher
Very poor/no alignment

• Very poor/no alignment
Teacher
Very poor/no alignment

• Very poor/no alignment
Teacher
Very poor/no alignment

• Very poor/no alignment
• Good alignment
• Very good alignment
Teacher
Good alignment
Teacher
Very poor/no alignment
Teacher
Very good alignment
McGraw-Hill School Education

• Fair alignment
Teacher
Fair alignment

• Fair alignment
• Very good alignment
Teacher
Very good alignment
Teacher
Fair alignment

• Fair alignment
Teacher
Fair alignment

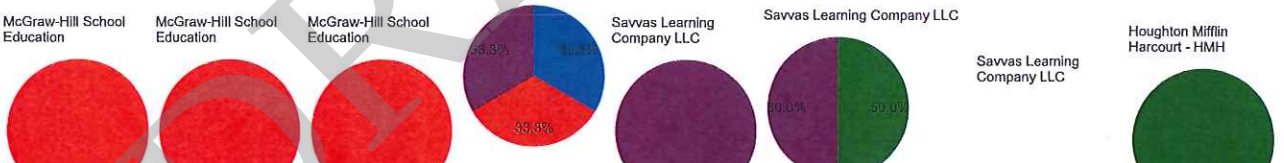
3. Advanced skills are not introduced before students have been taught prerequisite skills.

McGraw-Hill School Education

Savvas Learning Company LLC

Savvas Learning Company LLC

Houghton Mifflin Harcourt - HMH



• Very poor/no alignment
Teacher
Very poor/no alignment

• Very poor/no alignment
Teacher
Very poor/no alignment

• Very poor/no alignment
Teacher
Very poor/no alignment

• Very poor/no alignment
• Good alignment
• Very good alignment
Teacher
Good alignment
Teacher
Very poor/no alignment
Teacher
Very good alignment
McGraw-Hill School Education

• Very good alignment
Teacher
Very good alignment

• Fair alignment
• Very good alignment
Teacher
Fair alignment
Teacher
Very good alignment

• Fair alignment
Teacher
Fair alignment

4. The scope and sequence articulates when skills are taught across grades.

McGraw-Hill School Education

Savvas Learning Company LLC

Savvas Learning Company LLC

Houghton Mifflin Harcourt - HMH



• Very poor/no alignment
Teacher
Very poor/no alignment

• Very poor/no alignment
Teacher
Very poor/no alignment

• Very poor/no alignment
Teacher
Very poor/no alignment

• Very poor/no alignment
• Good alignment
• Very good alignment
Teacher
Good alignment
Teacher
Very poor/no alignment
Teacher
Very good alignment

• Poor alignment
Teacher
Poor alignment

• Poor alignment
• Good alignment
Teacher
Good alignment
Teacher
Poor alignment

• Fair alignment
Teacher
Fair alignment

3. ELA B,E,S,T, Standards: English Language Arts Curriculum Alignment

McGraw-Hill School Education

McGraw-Hill School Education

McGraw-Hill School Education

McGraw-Hill School Education

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Savvas Learning Company LLC

Savvas Learning Company LLC

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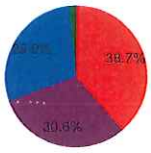
- Very poor/no alignment



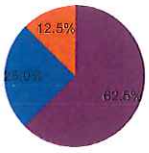
- Very poor/no alignment



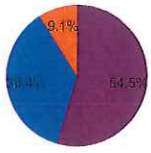
- Very poor/no alignment



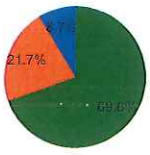
- Very poor/no alignment
- Fair alignment
- Good alignment
- Very good alignment



- Poor alignment
- Good alignment
- Very good alignment



- Poor alignment
- Good alignment
- Very good alignment



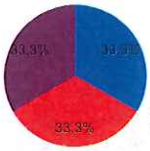
- Poor alignment
- Fair alignment
- Good alignment

5.

Reading Prose and Poetry Indicators

a. Materials include a sufficient number of prose and poetry that allow students to build grade specific knowledge of literary elements.

McGraw-Hill School Education



- Very poor/no alignment
- Good alignment
- Very good alignment

Teacher
Good alignment
Teacher
Very poor/no alignment
Teacher
Very good alignment

Yes! There is so much poetry to choose from that helps students build grade specific knowledge of literary elements. I love how the poetry is not overwhelming, but just enough to cover literary elements.

McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment

Savvas Learning Company LLC



- Very good alignment

Teacher
Very good alignment

Savvas Learning Company LLC



- Good alignment
- Very good alignment

Teacher
Good alignment
Teacher
Very good alignment

Savvas Learning Company LLC

Houghton Mifflin Harcourt - HMH



- Good alignment

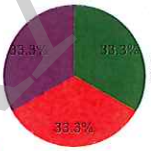
Teacher
Good alignment

6.

Reading Prose and Poetry Indicators

b. Materials support instruction that teaches students to understand and analyze prose and poetry to determine theme.

McGraw-Hill School Education



- Very poor/no alignment
- Fair alignment
- Very good alignment

Teacher
Fair alignment

Could use more poetry that is aligned with BEST Standards.

Teacher
Very poor/no alignment
Teacher
Very good alignment

McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment

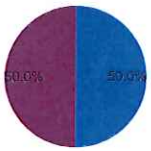
Savvas Learning Company LLC



- Very good alignment

Teacher
Very good alignment

Savvas Learning Company LLC



- Good alignment
- Very good alignment

Teacher
Good alignment
Teacher
Very good alignment

Savvas Learning Company LLC

Houghton Mifflin Harcourt - HMH



- Good alignment

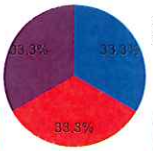
Teacher
Good alignment

7.

Reading Prose and Poetry Indicators

c. Materials support instruction that teaches students to understand and analyze various perspectives and points of view for prose and poetry with increasing complexity.

McGraw-Hill School Education



- Very poor/no alignment
- Good alignment
- Very good alignment

Teacher
Good alignment
Teacher
Very poor/no alignment
Teacher
Very good alignment

McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment

Savvas Learning Company LLC



- Very good alignment

Teacher
Very good alignment

Savvas Learning Company LLC



- Very good alignment

Teacher
Very good alignment

Savvas Learning Company LLC

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- Fair alignment

Teacher
Fair alignment

8.

Reading Prose and Poetry Indicators

d. Instructional opportunities are frequently built into the materials for student to

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McGraw-Hill School Education

McGraw-Hill School Education

McGraw-Hill School Education

Savvas Learning Company LLC

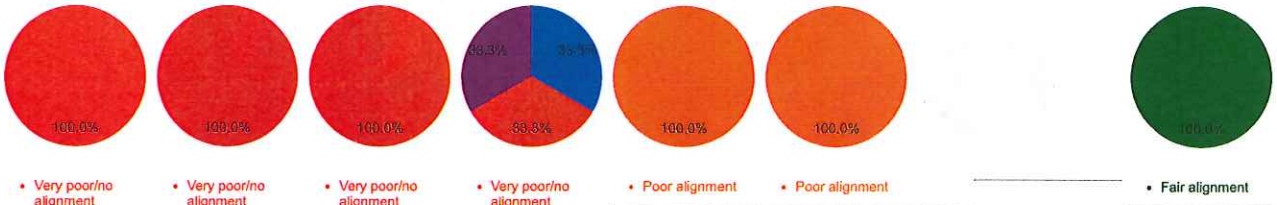
Savvas Learning Company LLC

Savvas Learning Company LLC

Houghton Mifflin Harcourt - HMH

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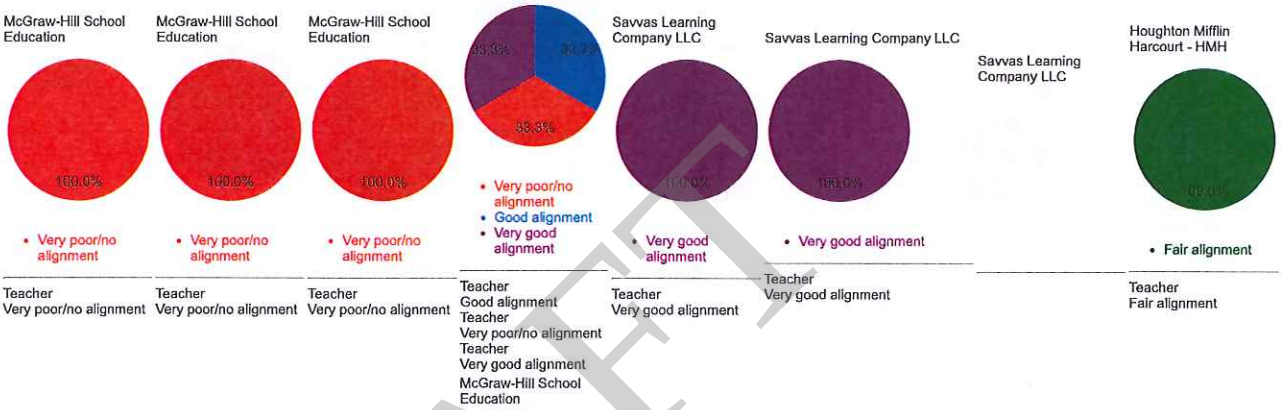
practice and achieve reading fluency, that is, to read on-level prose and poetry with accuracy, rate, appropriate to the text, and expression.



9.

Reading Informational Text Indicators

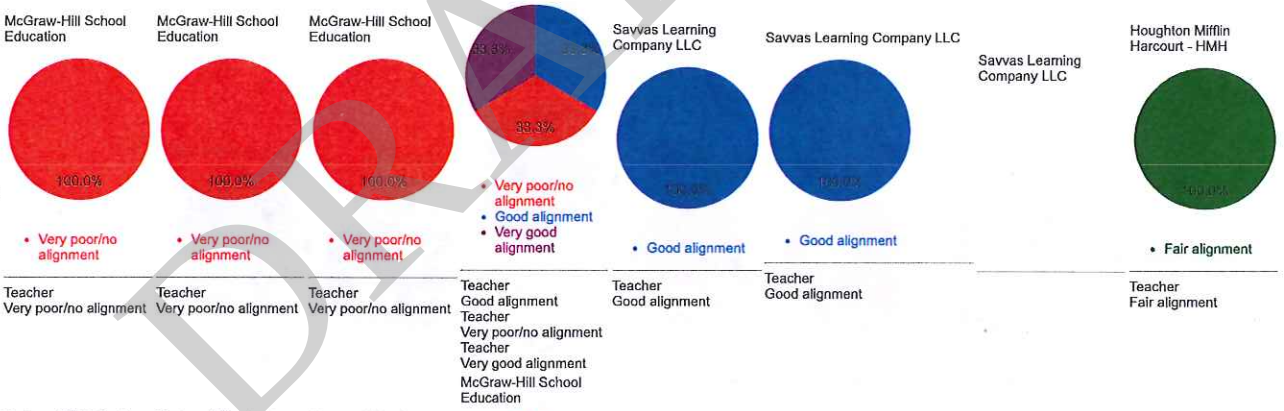
a. Specific texts are included in materials for teaching various text structures to support comprehension and careful reading of informational text.



10.

Reading Informational Text Indicators

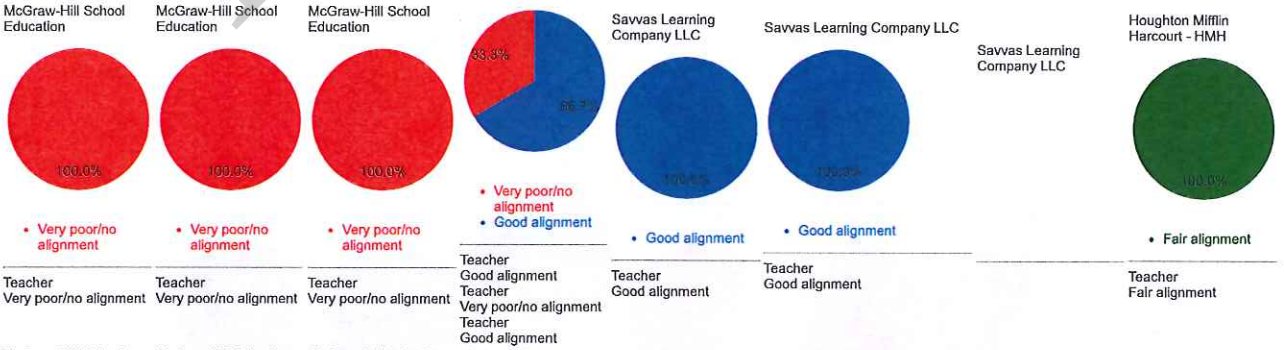
b. Materials support instruction that teaches students to identify and describe or explain ideas (central idea) for informational text in a progressively more complex manner.



11.

Reading Informational Text Indicators

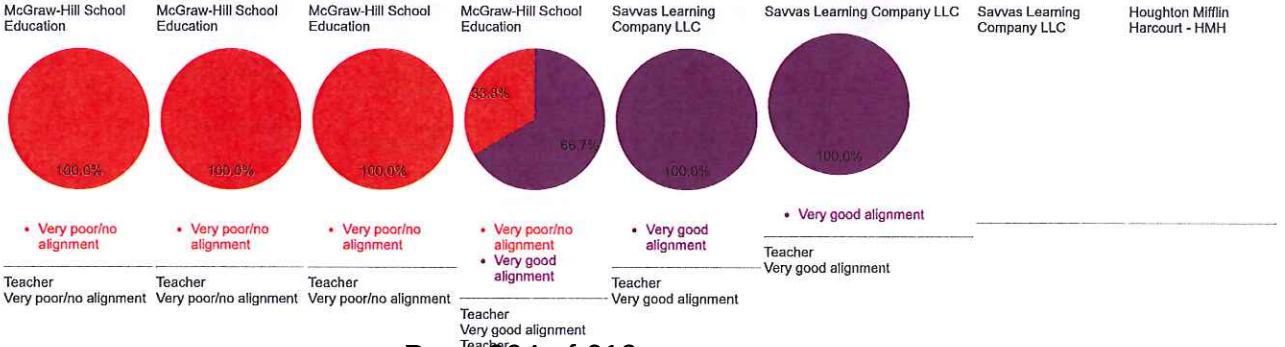
c. Materials support instruction that teaches student to understand and analyze various purposes and perspectives for informational text with increasing complexity.



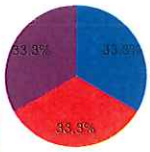
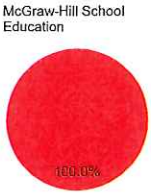
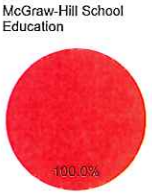
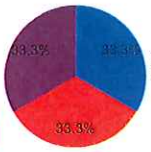
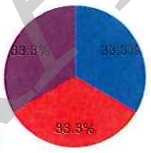
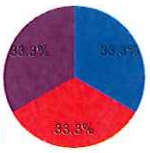
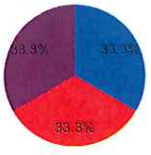
12.

Reading Informational Text Indicators

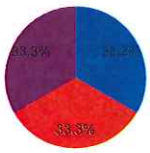
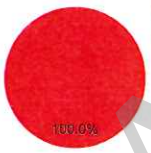
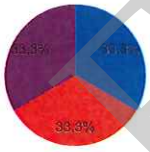
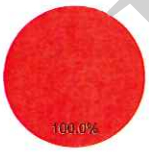
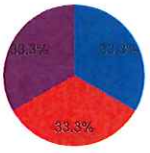
d. Materials contain questions and tasks that require students to use text-based evidence to make arguments with increasing complexity.



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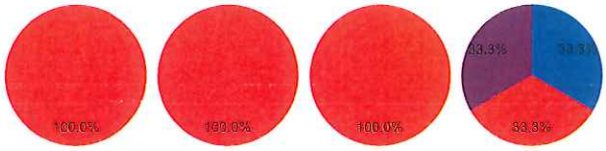
13.	Reading Across Genres Indicators a. Materials include instruction for students to understand figurative language, word relationships, and nuances in word meaning in the contextual framework of various genres.	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	Very poor/no alignment Teacher Very good alignment McGraw-Hill School Education  • Very poor/no alignment • Good alignment • Very good alignment Teacher Good alignment Teacher Very poor/no alignment Teacher Very good alignment McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH  • Fair alignment Teacher Fair alignment
14.	Reading Across Genres Indicators b. Materials include instruction for students to understand how to paraphrase and summarize content from grade-level texts with increasing complexity.	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	Teacher Good alignment Teacher Very poor/no alignment Teacher Very good alignment McGraw-Hill School Education  • Very poor/no alignment • Good alignment • Very good alignment	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH  • Fair alignment Teacher Fair alignment
15.	Reading Across Genres Indicators c. Materials support instruction that teaches students to compare and contrast or analyze information within and across genres with increasing complexity. In secondary grade levels, literary time periods are addressed.	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	Teacher Good alignment Teacher Very poor/no alignment Teacher Very good alignment McGraw-Hill School Education  • Very poor/no alignment • Good alignment • Very good alignment Teacher Good alignment Teacher Very poor/no alignment Teacher Very good alignment McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH  • Poor alignment Teacher Poor alignment Time periods and text do not fully line up. For example, the Crucible yes was written in the 1950s, but it should be placed in the early American Lit.
16.	Reading Across Genres Indicators In grades 6-12, materials present the opportunity to evaluate, analyze, explain and/or identify rhetorical devices. Rhetorical devices are defined and explained.	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	Teacher Good alignment Teacher Very poor/no alignment Teacher Very good alignment McGraw-Hill School Education  • Very poor/no alignment • Good alignment • Very good alignment Teacher Good alignment Teacher Very poor/no alignment Teacher Very good alignment McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH  • Fair alignment Teacher Fair alignment
18.	Communicating Through Writing Indicators b.Materials support instruction that teaches students how to create narratives with increasing complexity.	McGraw-Hill School Education  	McGraw-Hill School Education  	McGraw-Hill School Education  	McGraw-Hill School Education  	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH  • Fair alignment

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	• Very poor/no alignment Teacher Very poor/no alignment	• Very poor/no alignment Teacher Very poor/no alignment	• Very poor/no alignment Teacher Very poor/no alignment	• Very poor/no alignment • Good alignment • Very good alignment Teacher Good alignment Teacher Very poor/no alignment Teacher Very good alignment				Teacher Fair alignment
19. Communicating Through Writing Indicators c. Materials support instruction that teaches students how to express opinions and make claims with increasing complexity. Materials support instruction that teaches students how to express opinions and make claims with increasing complexity. In grades 6-12, argumentative writing instruction includes teaching students write from multiple sources. In grades 7-12, instruction includes teaching students to create a counterclaim.	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment • Good alignment • Very good alignment Teacher Good alignment Teacher Very poor/no alignment Teacher Very good alignment	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH  • Poor alignment Teacher Poor alignment Counterclaims need more support.
20. Communicating Through Writing Indicators d. Materials support instruction that teaches students how to create expository texts with increasing complexity. In grades 6-12, expository writing instruction includes teaching students to write from multiple sources.	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment • Good alignment • Very good alignment Teacher Good alignment Teacher Very poor/no alignment Teacher Very good alignment	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH  • Fair alignment Teacher Fair alignment
21. Communicating Through Writing Indicators e.Materials support instruction that teaches students how to improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers with increasing complexity.	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment • Good alignment • Very good alignment Teacher Good alignment Teacher Very poor/no alignment Teacher Very good alignment	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH  • Fair alignment Teacher Fair alignment
22. Communicating Orally Indicators a. Materials support instruction that teaches students how to present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation with increasing complexity.	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment • Good alignment • Very good alignment Teacher Good alignment Teacher Very poor/no alignment Teacher Very good alignment	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH  • Poor alignment Teacher Poor alignment I don't see any specific instruction for speech writing.
23. Following Conventions Indicators	McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH

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a. Materials support instruction that teaches students grade-appropriate conventions. See Conventions Progression Chart



• Very poor/no alignment | • Very poor/no alignment | • Very poor/no alignment | • Very poor/no alignment • Good alignment • Very good alignment

Teacher Very poor/no alignment | Teacher Very poor/no alignment | Teacher Very poor/no alignment | Teacher Good alignment, Teacher Very poor/no alignment, Teacher Very good alignment

McGraw-Hill School Education | McGraw-Hill School Education | McGraw-Hill School Education | McGraw-Hill School Education

Savvas Learning Company LLC | Savvas Learning Company LLC | Savvas Learning Company LLC



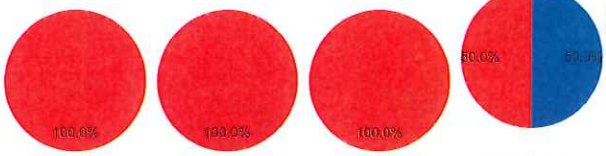
• Fair alignment

Teacher Fair alignment

Houghton Mifflin Harcourt - HMH

24. Researching Indicators

a. Materials include extensive practice with short, focused research projects that allow students to have multiple experiences with the research process throughout the year and facilitate development of the ability to conduct research independently.



• Very poor/no alignment | • Very poor/no alignment | • Very poor/no alignment | • Very poor/no alignment • Good alignment

Teacher Very poor/no alignment | Teacher Very poor/no alignment | Teacher Very poor/no alignment | Teacher Good alignment, Teacher Very poor/no alignment, McGraw-Hill School Education

Savvas Learning Company LLC | Savvas Learning Company LLC | Savvas Learning Company LLC



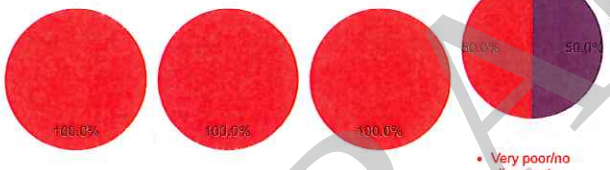
• Fair alignment

Teacher Fair alignment

Houghton Mifflin Harcourt - HMH

25. Creating and Collaborating Indicators

a. Materials include activities for students to use multimedia elements to enhance oral or written tasks with increasing complexity.



• Very poor/no alignment | • Very poor/no alignment | • Very poor/no alignment | • Very poor/no alignment • Very good alignment

Teacher Very poor/no alignment | Teacher Very poor/no alignment | Teacher Very poor/no alignment | Teacher Very good alignment, Teacher Very poor/no alignment, McGraw-Hill School Education

Savvas Learning Company LLC | Savvas Learning Company LLC | Savvas Learning Company LLC



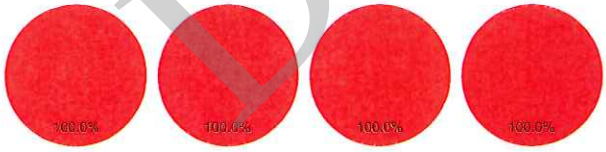
• Fair alignment

Teacher Fair alignment

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26. Creating and Collaborating Indicators

b. Materials include activities for students to use digital writing tools individually or collaboratively to plan, draft, and revise writing with increasing complexity.



• Very poor/no alignment | • Very poor/no alignment | • Very poor/no alignment | • Very poor/no alignment

Teacher Very poor/no alignment | Teacher Very poor/no alignment | Teacher Very poor/no alignment | Teacher Very poor/no alignment

McGraw-Hill School Education | McGraw-Hill School Education | McGraw-Hill School Education | McGraw-Hill School Education

Savvas Learning Company LLC | Savvas Learning Company LLC | Savvas Learning Company LLC



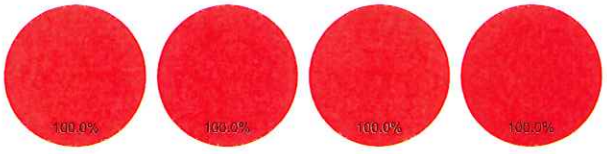
• Fair alignment

Teacher Fair alignment

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27. Find Meaning Indicators

a. Materials include activities for students to acquire and use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.



• Very poor/no alignment | • Very poor/no alignment | • Very poor/no alignment | • Very poor/no alignment

Teacher Very poor/no alignment | Teacher Very poor/no alignment | Teacher Very poor/no alignment | Teacher Very poor/no alignment

McGraw-Hill School Education | McGraw-Hill School Education | McGraw-Hill School Education | McGraw-Hill School Education

Savvas Learning Company LLC | Savvas Learning Company LLC | Savvas Learning Company LLC



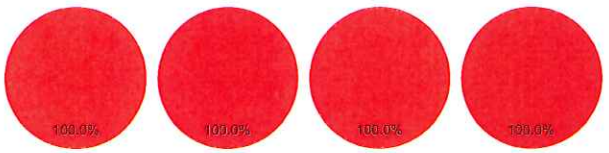
• Poor alignment

Teacher Poor alignment

Houghton Mifflin Harcourt - HMH

28. Find Meaning Indicators

b.Materials provide instruction on the structure of words and parts of words, such as stems, root words, prefixes, and suffixes to determine meanings of words and phrases in grade-level content.



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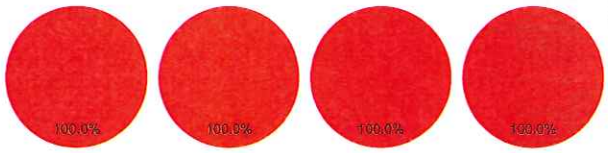
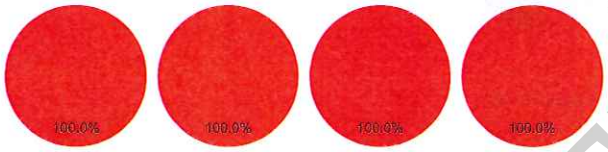
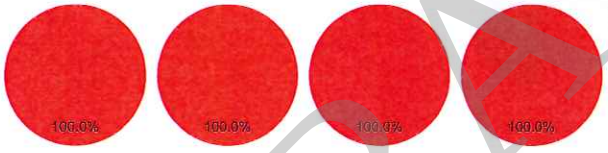
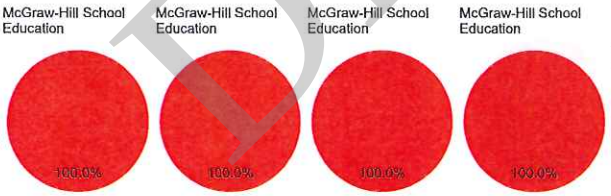
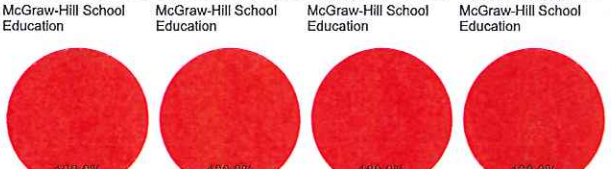
• Very good alignment



• Fair alignment

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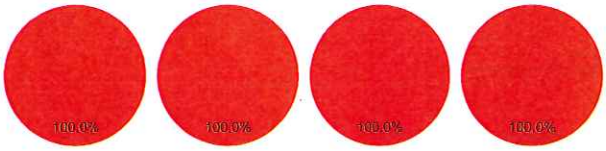
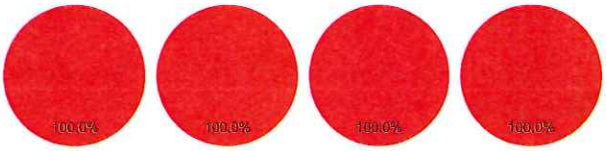
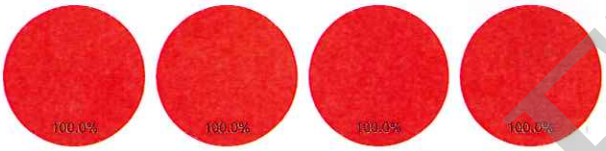
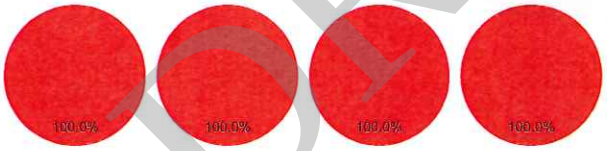
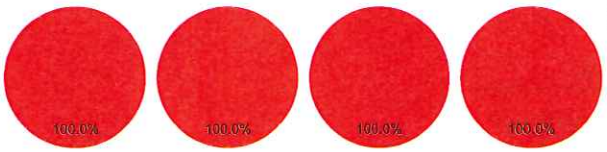
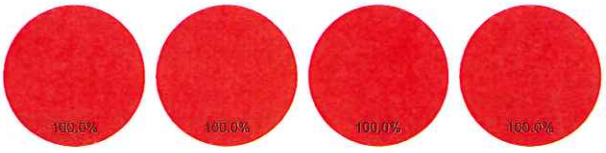
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		• Very poor/no alignment Teacher Very poor/no alignment	• Very poor/no alignment Teacher Very poor/no alignment	• Very poor/no alignment Teacher Very poor/no alignment	• Very poor/no alignment Teacher Very poor/no alignment		Teacher Very good alignment		Teacher Fair alignment Needs more info on this.
29.	Find Meaning Indicators c.Materials provide students with ample opportunities to use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment				Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH  • Poor alignment Teacher Poor alignment Needs more development.
4.	Addressing the Needs of All Learners	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment				Savvas Learning Company LLC	Savvas Learning Company LLC  • Very good alignment	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH  • Very poor/no alignment • Poor alignment • Fair alignment
1.	DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION) a. Materials provide lessons to support the teacher with planning for differentiated instruction (includes suggested language, questions, pacing, scaffolding strategies, etc.).	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment				Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH  • Fair alignment Teacher Fair alignment No pacing info.
2.	DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION) b. Questions and tasks support the development of academic language and content-based vocabulary.	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment				Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH  • Fair alignment Teacher Fair alignment
3.	DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION) c. Materials are flexible enough that teachers can use their own student data to make instructional decisions.	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment				Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH  • Poor alignment Teacher Poor alignment
4.	DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION) d. Language supports/scaffolds are aligned to academic tasks and address the four domains of language.	McGraw-Hill School Education  				Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH 

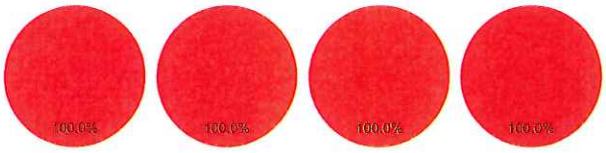
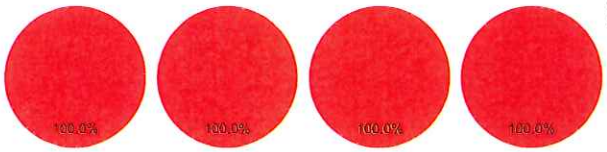
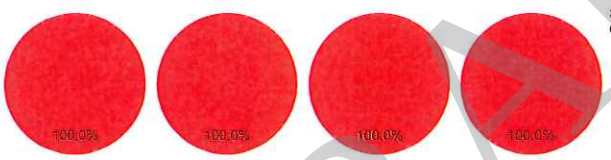
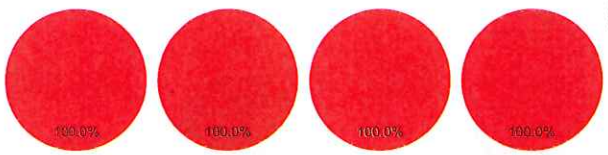
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		• Very poor/no alignment Teacher Very poor/no alignment	• Very poor/no alignment Teacher Very poor/no alignment	• Very poor/no alignment Teacher Very poor/no alignment	• Very poor/no alignment Teacher Very poor/no alignment		• Fair alignment Teacher Fair alignment Houghton Mifflin Harcourt - HMH
5.	DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION) e. Texts include a variety of genres and culturally relevant text types.	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	Savvas Learning Company LLC	Savvas Learning Company LLC Savvas Learning Company LLC • Poor alignment Teacher Poor alignment The text does not represent all students and are not following the text by grade outlined in the BEST Standards. Houghton Mifflin Harcourt - HMH
6.	DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION) f. Materials provide multiple means of representation including but not limited to pictures, graphs, videos, graphic organizers, hands-on/kinesthetic activities, etc.	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	Savvas Learning Company LLC	Savvas Learning Company LLC Savvas Learning Company LLC • Fair alignment Teacher Fair alignment It could be more engaging. Houghton Mifflin Harcourt - HMH
7.	DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION) g. Lessons and materials are available for differentiating instruction for students who are having difficulty or need enrichment.	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	Savvas Learning Company LLC	Savvas Learning Company LLC Savvas Learning Company LLC • Poor alignment Teacher Poor alignment Only a few questions listed not really any activities. Houghton Mifflin Harcourt - HMH
8.	ELL Instructional Support a. Multilingual, culturally relevant resources are available in various languages, in print or digital format (at minimum in Spanish, Haitian-Creole, and Portuguese).	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	Savvas Learning Company LLC	Savvas Learning Company LLC Savvas Learning Company LLC • Poor alignment Teacher Poor alignment Not enough. Houghton Mifflin Harcourt - HMH
9.	ELL Instructional Support b. Materials provide multiple opportunities for extended academic discourse (oral and written) through richly developed diverse text-dependent and text-specific questions.	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	Savvas Learning Company LLC	Savvas Learning Company LLC Savvas Learning Company LLC • Very poor/no alignment Teacher Very poor/no alignment Houghton Mifflin Harcourt - HMH
10.	ELL Instructional Support	McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC Savvas Learning Company LLC Houghton Mifflin Harcourt - HMH

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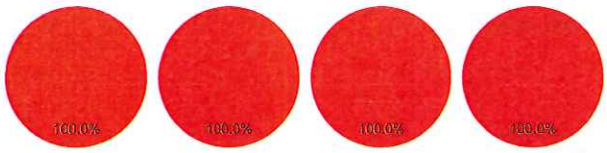
	c. Lessons specify the necessary academic language and vocabulary to master the concepts without sacrificing the grade-level content, the rigor, or the home language.	 • Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment				 • Very poor/no alignment
		Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment				Teacher Very poor/no alignment
11.		McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH
	ELL Instructional Support d. Materials specify the language demands and challenges students may encounter at different levels of standard English language proficiency and opportunities for teachers to address those challenges along the progression of language acquisition. (preferably at the lesson level)	 • Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment				 • Very poor/no alignment
		Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment				Teacher Very poor/no alignment
12.		McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH
	ELL Instructional Support e. All student, teacher, and support materials are cognizant of non-translated words from students' Native languages and make an effort to preserve their origin and meaning.	 • Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment				 • Very poor/no alignment
		Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment				Teacher Very poor/no alignment
13.		McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH
	ELL Instructional Support f. Differentiation and support are provided for supporting English Learners, students who are having difficulty, and those who need acceleration. Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g. alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.)	 • Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment				 • Very poor/no alignment
		Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment				Teacher Very poor/no alignment
14.		McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH
	ESE Instructional Support a. Aligned modified standards (Florida Access Points) are identified in teacher resource materials and lesson plans at point of use (in print or digital format).	 • Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment				 • Very poor/no alignment
		Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment				Teacher Very poor/no alignment
15.		McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH
	ESE Instructional Support b. Instructional strategies, materials, and resources for teachers of gifted students are provided.	 • Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment				 • Poor alignment

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	Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment				Teacher Poor alignment Only a few questions listed not really any activities. Nothing for gifted students.
16. ESE Instructional Support c. Materials, resources, and ancillary materials provide support for language comprehension (support for clearly defining critical vocabulary including photos, images, symbolic representation, teaches vocabulary in ways that promote connection to learners and prior knowledge, etc.).	McGraw-Hill School Education  • Very poor/no alignment	McGraw-Hill School Education • Very poor/no alignment	McGraw-Hill School Education • Very poor/no alignment	McGraw-Hill School Education • Very poor/no alignment	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH  • Poor alignment
	Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment				Teacher Poor alignment
17. ESE Instructional Support d. Materials, resources, and ancillary materials address the needs of learners through a variety of scaffolding methods that can be gradually released.	McGraw-Hill School Education  • Very poor/no alignment	McGraw-Hill School Education • Very poor/no alignment	McGraw-Hill School Education • Very poor/no alignment	McGraw-Hill School Education • Very poor/no alignment	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH  • Fair alignment
	Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment				Teacher Fair alignment
18. ESE Instructional Support e. Materials and resources include explicit, systematic, and multisensory reading instruction in phonological awareness and phonics instruction for students who continue to struggle with foundational skills in grades K to 5.	McGraw-Hill School Education  • Very poor/no alignment	McGraw-Hill School Education • Very poor/no alignment	McGraw-Hill School Education • Very poor/no alignment	McGraw-Hill School Education • Very poor/no alignment	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH  • Poor alignment
	Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment				Teacher Poor alignment Needs more work.
19. Cultural Awareness Instructional Support a. Materials and resources are rich in cultural diversity and relatable to students of various backgrounds. Materials use multiple and diverse examples that do not marginalize students. The examples speak across gender, cultures, socioeconomic status, age, and religion.	McGraw-Hill School Education  • Very poor/no alignment	McGraw-Hill School Education • Very poor/no alignment	McGraw-Hill School Education • Very poor/no alignment	McGraw-Hill School Education • Very poor/no alignment	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH  • Poor alignment
	Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment				Teacher Poor alignment A lot of white male voices.
20. Cultural Awareness Instructional Support b. Instructional materials and resources should specifically include a variety of culturally relevant teaching strategies to support the learning of African/Hispanic/Latino descent students.	McGraw-Hill School Education  • Very poor/no alignment	McGraw-Hill School Education • Very poor/no alignment	McGraw-Hill School Education • Very poor/no alignment	McGraw-Hill School Education • Very poor/no alignment	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH  • Poor alignment
	Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment				Teacher Poor alignment Again, text do not represent all students.
21. Cultural Awareness Instructional Support c. Materials and resources should include texts written by and about people of African/Hispanic/Latino	McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH

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descent, and be free from racial, linguistic, and gender stereotypes. Content intentionally includes authors of diverse backgrounds and discusses contributions made by historically underrepresented groups.



• Very poor/no alignment | • Very poor/no alignment | • Very poor/no alignment | • Very poor/no alignment

Teacher
Very poor/no alignment
McGraw-Hill School Education

Teacher
Very poor/no alignment
McGraw-Hill School Education

Teacher
Very poor/no alignment
McGraw-Hill School Education

Teacher
Very poor/no alignment
McGraw-Hill School Education



• Poor alignment

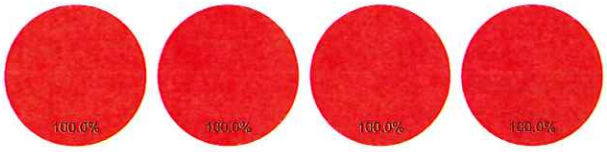
Teacher
Poor alignment
Need more BIPOC.

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22.

Cultural Awareness Instructional Support

d. Culturally infused resources support the teacher with opportunities to engage and motivate a diversity of ideas and perspectives amongst diverse student populations, through active learning and collaboration, taking into consideration language proficiency levels.



• Very poor/no alignment | • Very poor/no alignment | • Very poor/no alignment | • Very poor/no alignment

Teacher
Very poor/no alignment
McGraw-Hill School Education

Teacher
Very poor/no alignment
McGraw-Hill School Education

Teacher
Very poor/no alignment
McGraw-Hill School Education

Teacher
Very poor/no alignment
McGraw-Hill School Education

Savvas Learning Company LLC

Savvas Learning Company LLC

Savvas Learning Company LLC



• Poor alignment

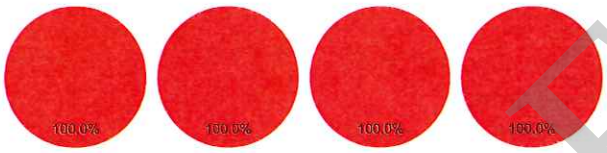
Teacher
Poor alignment

Houghton Mifflin Harcourt - HMH

23.

Cultural Awareness Instructional Support

e. All materials use intentional inclusive language and do not include stereotypes or value judgments concerning gender, race, ethnicity, or ability.



• Very poor/no alignment | • Very poor/no alignment | • Very poor/no alignment | • Very poor/no alignment

Teacher
Very poor/no alignment
McGraw-Hill School Education

Teacher
Very poor/no alignment
McGraw-Hill School Education

Teacher
Very poor/no alignment
McGraw-Hill School Education

Teacher
Very poor/no alignment
McGraw-Hill School Education

Savvas Learning Company LLC

Savvas Learning Company LLC

Savvas Learning Company LLC



• Fair alignment

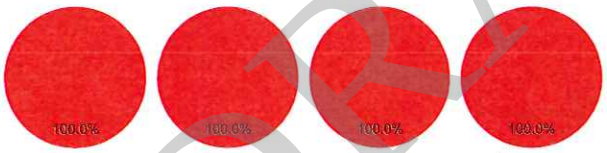
Teacher
Fair alignment

Houghton Mifflin Harcourt - HMH

24.

Cultural Awareness Instructional Support

f. The voices of people from different cultures,genders, sexualities, and with differing abilities are heard and not just spoken about by others.



• Very poor/no alignment | • Very poor/no alignment | • Very poor/no alignment | • Very poor/no alignment

Teacher
Very poor/no alignment
McGraw-Hill School Education

Teacher
Very poor/no alignment
McGraw-Hill School Education

Teacher
Very poor/no alignment
McGraw-Hill School Education

Teacher
Very poor/no alignment
McGraw-Hill School Education

Savvas Learning Company LLC

Savvas Learning Company LLC

Savvas Learning Company LLC



• Poor alignment

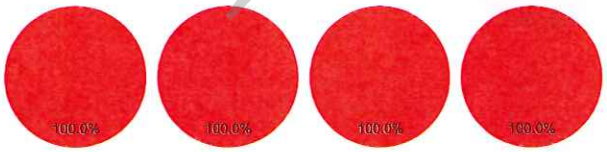
Teacher
Poor alignment

Houghton Mifflin Harcourt - HMH

25.

Cultural Awareness Instructional Support

g. The discussion portions of the curriculum encourage students to bring their worlds and experiences to bear on the discussions at hand.



• Very poor/no alignment | • Very poor/no alignment | • Very poor/no alignment | • Very poor/no alignment

Teacher
Very poor/no alignment
McGraw-Hill School Education

Teacher
Very poor/no alignment
McGraw-Hill School Education

Teacher
Very poor/no alignment
McGraw-Hill School Education

Teacher
Very poor/no alignment
McGraw-Hill School Education

Savvas Learning Company LLC

Savvas Learning Company LLC

Savvas Learning Company LLC



• Very poor/no alignment

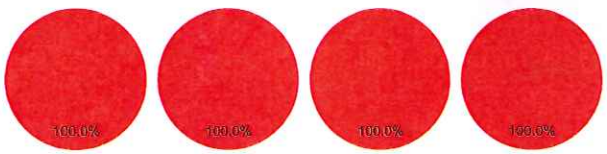
Teacher
Very poor/no alignment

Houghton Mifflin Harcourt - HMH

26.

Social Emotional Learning (SEL) Instructional Support

a. Lessons infuse Casel's Social Emotional Learning competencies (Self Awareness, Social Awareness, Responsible Decision Making, Self-Management, and Relationship Skills).



• Very poor/no alignment | • Very poor/no alignment | • Very poor/no alignment | • Very poor/no alignment

Teacher
Very poor/no alignment
McGraw-Hill School Education

Teacher
Very poor/no alignment
McGraw-Hill School Education

Teacher
Very poor/no alignment
McGraw-Hill School Education

Teacher
Very poor/no alignment
McGraw-Hill School Education

Savvas Learning Company LLC

Savvas Learning Company LLC



• Very good alignment

Teacher
Very good alignment

Savvas Learning Company LLC

Savvas Learning Company LLC



• Very poor/no alignment

Teacher
Very poor/no alignment

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5.

High Quality Instruction and Assessment: Unit Design, Text Sets, Questions, and Tasks

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• Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

McGraw-Hill School Education



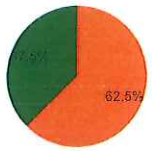
• Very poor/no alignment

McGraw-Hill School Education

Savvas Learning Company LLC

Savvas Learning Company LLC

Savvas Learning Company LLC



• Poor alignment
• Fair alignment

Houghton Mifflin Harcourt - HMH

1. Units and lessons are designed to build around topics and/or enduring understandings, and allow for multiple and varied opportunities to engage in texts including lessons that infuse opportunities to enhance instruction with technology, keeping in mind the digital divide.



• Very poor/no alignment

Teacher
Very poor/no alignment
McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
McGraw-Hill School Education

Savvas Learning Company LLC

Savvas Learning Company LLC

Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment
Houghton Mifflin Harcourt - HMH

2. Most units and lessons are designed to build student knowledge of the text(s) and topic through integration of the standards but not through exclusive or isolated focus on skills or individual standards (through drawing, dictating, writing, speaking or a combination, as appropriate).



• Very poor/no alignment

Teacher
Very poor/no alignment
McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
McGraw-Hill School Education

Savvas Learning Company LLC

Savvas Learning Company LLC

Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment
Houghton Mifflin Harcourt - HMH

3. Materials provide frequent opportunities and protocols for evidence-based discussions (small group, peer-to-peer, whole class) that encourage the modeling and use of academic vocabulary and syntax.



• Very poor/no alignment

Teacher
Very poor/no alignment
McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
McGraw-Hill School Education

Savvas Learning Company LLC

Savvas Learning Company LLC

Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment
Houghton Mifflin Harcourt - HMH

4. Materials support students' listening and speaking about what they are reading (or listening to through read alouds) and researching (shared projects) with relevant follow-up questions and supports. Materials support the teacher with ways to check for understanding.



• Very poor/no alignment

Teacher
Very poor/no alignment
McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
McGraw-Hill School Education

Savvas Learning Company LLC

Savvas Learning Company LLC

Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment
Houghton Mifflin Harcourt - HMH

5. Materials include explicit instruction of the grammar and conventions/language standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.



• Very poor/no alignment

Teacher
Very poor/no alignment
McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
McGraw-Hill School Education

Savvas Learning Company LLC

Savvas Learning Company LLC

Savvas Learning Company LLC

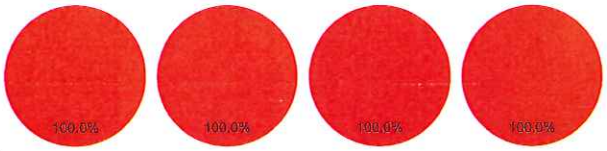
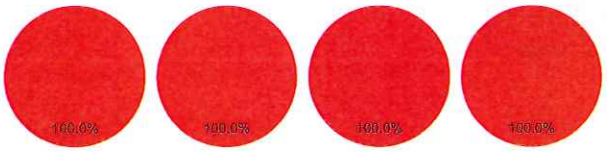
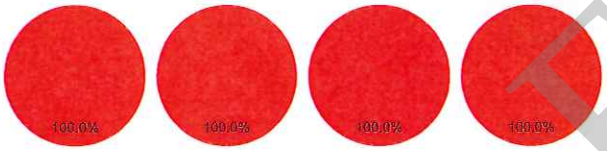
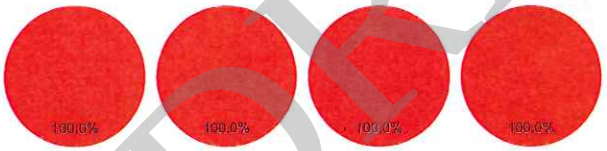
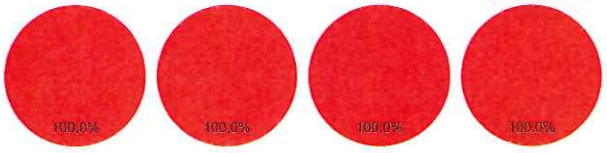
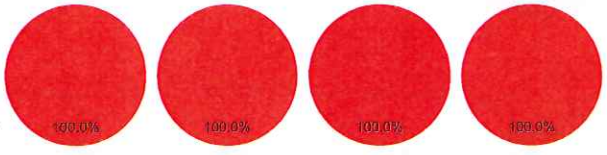


• Poor alignment

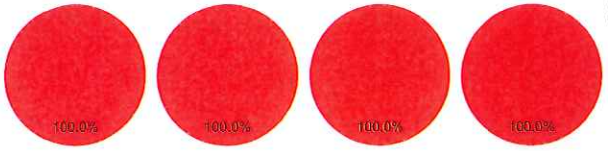
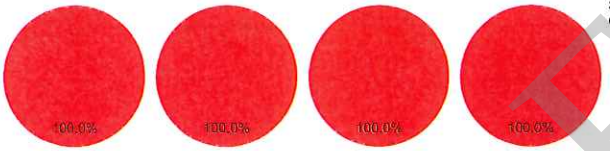
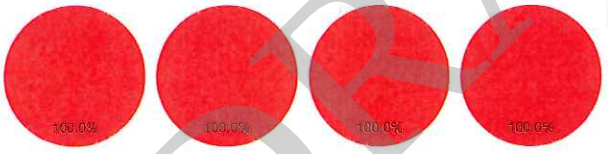
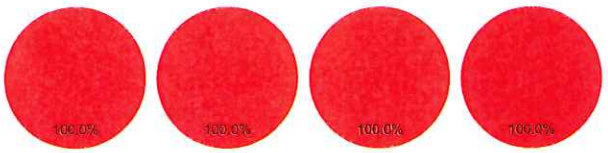
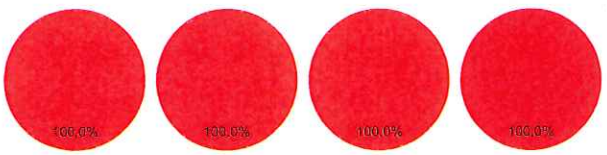
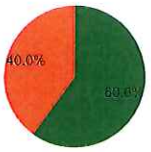
Teacher
Poor alignment
Houghton Mifflin Harcourt - HMH

6. Formative and Summative assessments clearly denote which standards are being emphasized, as well as interpretive guidance for teachers to monitor progress and provide interventions. There are

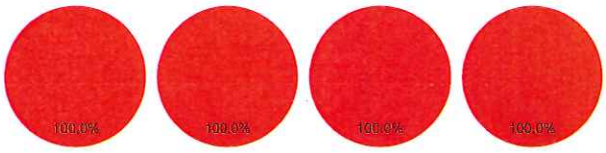
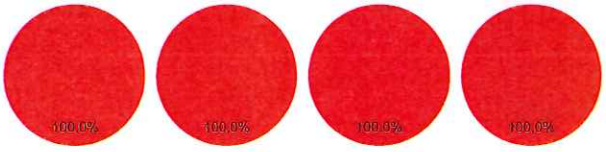
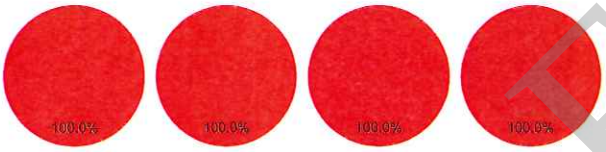
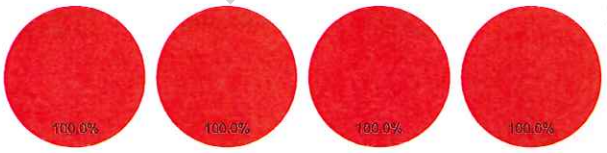
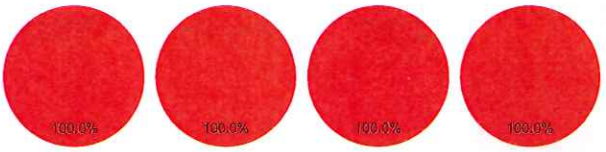
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	a variety of assessments and item types, including performance tasks involving unique problem solving situations. Scoring rubrics are included, when appropriate. Assessment opportunities include multiple means of representation/modalities (Performance Tasks, Project Based Learning, Speeches, Presentations, etc.) Materials support the teacher with ways to check for understanding.	 • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	 • Poor alignment Teacher Poor alignment	Houghton Mifflin Harcourt - HMH
7.	Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographic).	 • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	 • Poor alignment Teacher Poor alignment	Houghton Mifflin Harcourt - HMH
8.	Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or in a language other than English, with extensive opportunities to work with grade level text and meet or exceed grade-level standards. Materials include 1/3 of the B.E.S.T. Standards Book List Correlation, and are represented in grade level instructional materials.	 • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	 • Poor alignment Teacher Poor alignment	Houghton Mifflin Harcourt - HMH
9.	Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.	 • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	 • Poor alignment Teacher Poor alignment	Houghton Mifflin Harcourt - HMH
10.	Materials include regular opportunities for writing which is text-based to support recall of information, opinions with reasons, and relevant information appropriate for the grade level. Resources provide a variety of engagement strategies (cooperative learning structures, turn and talk, collaborative learning opportunities, etc.).	 • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	 • Poor alignment Teacher Poor alignment Not always.	Houghton Mifflin Harcourt - HMH
11.	Materials include a balance of literacy content, with 50% literary text and 50% informational text.	 • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	 • Fair alignment Teacher Fair alignment	Houghton Mifflin Harcourt - HMH
12.			McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC		Houghton Mifflin Harcourt - HMH

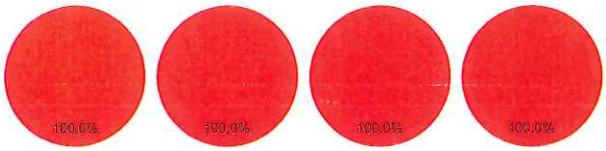
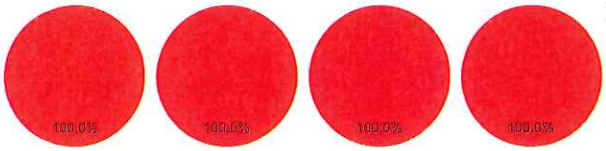
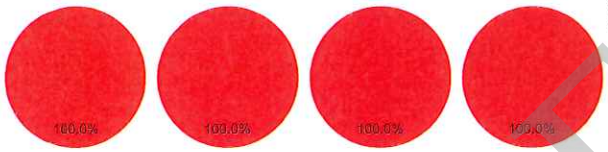
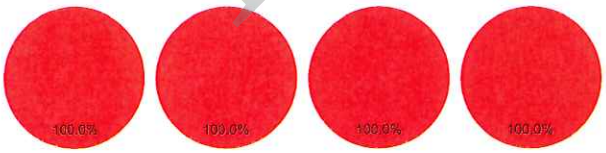
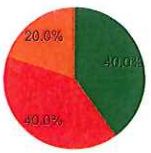
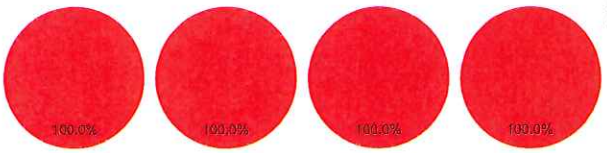
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	Lessons include the gradual release model.	 • Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment				 • Poor alignment
		Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment				Teacher Poor alignment
		McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH
13.	Routines include language for the teacher to introduce, define, or explain new skills through demonstration and modeling before students are asked to perform skills.	 • Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment				 • Poor alignment
		Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment				Teacher Poor alignment
		McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH
14.	Materials include a culminating review based on standards mastery.	 • Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment				 • Poor alignment
		Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment				Teacher Poor alignment
		McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH
15.	There are multiple opportunities for students to practice new skills with instruction for the teacher to give immediate corrective feedback.	 • Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment				 • Fair alignment
		Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment				Teacher Fair alignment
		McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH
16.	The content is written to the correct skill level of the standards and benchmarks in the course.	 • Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment				 • Poor alignment
		Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment				Teacher Poor alignment
		McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH
6.	Digital Platform	 • Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment				 • Poor alignment • Fair alignment
1.	The digital materials are well-designed with a user-friendly layout and organization that takes into account effective	McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH

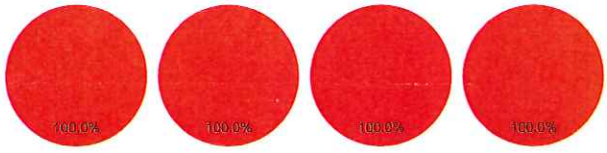
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	lesson structure and pacing.	 • Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment				 • Poor alignment
		Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment				Teacher Poor alignment Website is not user-friendly.
		McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH
2.	The digital student resources include ample review and practice resources, clear directions, and explanation beyond the print version.	 • Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment				 • Poor alignment
		Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment				Teacher Poor alignment
		McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH
3.	The digital materials contain teacher's edition with ample and useful annotations and suggestions on how to present the content to students on a digital platform by embedding technology to support and enhance student learning.	 • Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment				 • Poor alignment
		Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment				Teacher Poor alignment
		McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH
4.	The digital materials contain built-in differentiation and scaffold supports such as annotation tools, text-to-speech, speech-to-text, etc.	 • Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment				 • Fair alignment
		Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment				Teacher Fair alignment
		McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH
5.	The digital materials contain a teacher's edition that contains full, adult-level explanations on how to substitute, augment, modify, and redefine (SAMR) content on a digital platform to support and enhance student learning.	 • Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment				 • Fair alignment
		Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment				Teacher Fair alignment
		McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH
6.	The digital materials include publisher-produced alignment documentation of the B.E.S.T. Standards addressed by specific questions, tasks, and assessment items.	 • Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment				 • Fair alignment
		Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment	Teacher Very poor/no alignment				Teacher Fair alignment
		McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH
7.	The digital materials contain a teacher's edition with built in professional								

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	development and/or online support for teacher content and pedagogy growth and development.	 • Very poor/no alignment • Very poor/no alignment • Very poor/no alignment • Very poor/no alignment				 • Fair alignment
		Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education				Teacher Fair alignment
8.	The digital materials contain strategies for informing all stakeholders, including students, parents, or caregivers about the digital ELA/literacy program and suggestions for how they can help support student progress and achievement.	 • Very poor/no alignment • Very poor/no alignment • Very poor/no alignment • Very poor/no alignment				Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH  • Poor alignment
		Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education				Teacher Poor alignment
9.	The digital platform includes progress monitoring reports aligned with B.E.S.T. standards to track assessment data.	 • Very poor/no alignment • Very poor/no alignment • Very poor/no alignment • Very poor/no alignment				Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH  • Fair alignment
		Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education				Teacher Fair alignment
10.	A writing platform is included in which students can respond digitally to prompts and receive feedback from teachers and peers.	 • Very poor/no alignment • Very poor/no alignment • Very poor/no alignment • Very poor/no alignment				Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH  • Fair alignment
		Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education				Teacher Fair alignment
7.	Community Resources	 • Very poor/no alignment • Very poor/no alignment • Very poor/no alignment • Very poor/no alignment				Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH  • Very poor/no alignment • Poor alignment • Fair alignment
		McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education				Houghton Mifflin Harcourt - HMH
1.	Information for parents on pre-reading and other evidence-based reading strategies that promote grade-level proficient reading	 • Very poor/no alignment • Very poor/no alignment • Very poor/no alignment • Very poor/no alignment				Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	 • Very poor/no alignment
		Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education				Teacher Very poor/no alignment Houghton Mifflin Harcourt - HMH
2.	Vocabulary in context at the beginning of the chapter and on line with suggested activities (e.g. use it in a sentence, etc)					Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	

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• Very poor/no alignment | • Very poor/no alignment | • Very poor/no alignment | • Very poor/no alignment

Teacher
Very poor/no alignment
McGraw-Hill School Education

Teacher
Very poor/no alignment
McGraw-Hill School Education

Teacher
Very poor/no alignment
McGraw-Hill School Education

Teacher
Very poor/no alignment
McGraw-Hill School Education

Savvas Learning Company LLC

Savvas Learning Company LLC

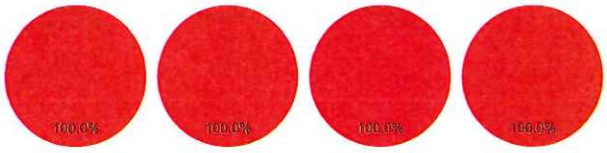
Savvas Learning Company LLC



• Very poor/no alignment

Teacher
Very poor/no alignment
Houghton Mifflin Harcourt - HMH

3. Higher order question samples



• Very poor/no alignment | • Very poor/no alignment | • Very poor/no alignment | • Very poor/no alignment

Teacher
Very poor/no alignment
McGraw-Hill School Education

Teacher
Very poor/no alignment
McGraw-Hill School Education

Teacher
Very poor/no alignment
McGraw-Hill School Education

Teacher
Very poor/no alignment
McGraw-Hill School Education

Savvas Learning Company LLC

Savvas Learning Company LLC

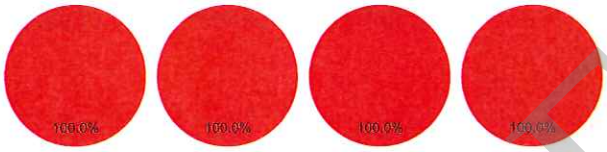
Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment
Houghton Mifflin Harcourt - HMH

4. Comprehension questions



• Very poor/no alignment | • Very poor/no alignment | • Very poor/no alignment | • Very poor/no alignment

Teacher
Very poor/no alignment
McGraw-Hill School Education

Teacher
Very poor/no alignment
McGraw-Hill School Education

Teacher
Very poor/no alignment
McGraw-Hill School Education

Teacher
Very poor/no alignment
McGraw-Hill School Education

Savvas Learning Company LLC

Savvas Learning Company LLC

Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment
Houghton Mifflin Harcourt - HMH

5. Additional home support material



• Very poor/no alignment | • Very poor/no alignment | • Very poor/no alignment | • Very poor/no alignment

Teacher
Very poor/no alignment
McGraw-Hill School Education

Teacher
Very poor/no alignment
McGraw-Hill School Education

Teacher
Very poor/no alignment
McGraw-Hill School Education

Teacher
Very poor/no alignment
McGraw-Hill School Education

Savvas Learning Company LLC

Savvas Learning Company LLC

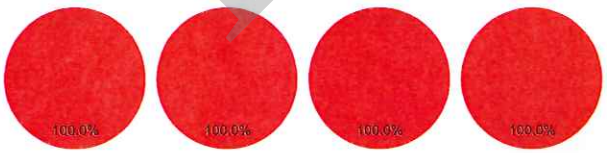
Savvas Learning Company LLC



• Poor alignment

Teacher
Poor alignment
Houghton Mifflin Harcourt - HMH

8. Professional Development and Instructional Routines



• Very poor/no alignment | • Very poor/no alignment | • Very poor/no alignment | • Very poor/no alignment

McGraw-Hill School Education

McGraw-Hill School Education

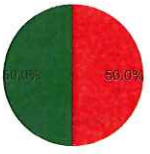
McGraw-Hill School Education

McGraw-Hill School Education

Savvas Learning Company LLC

Savvas Learning Company LLC

Savvas Learning Company LLC

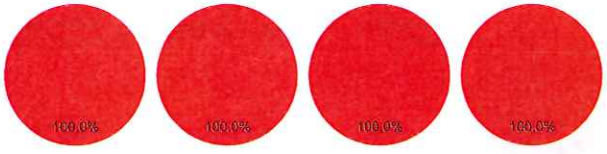


• Very poor/no alignment
• Fair alignment

McGraw-Hill School Education

Houghton Mifflin Harcourt - HMH

1. The teacher's edition has built in professional development and/or online support for teacher content and pedagogy growth and development.



• Very poor/no alignment | • Very poor/no alignment | • Very poor/no alignment | • Very poor/no alignment

Teacher
Very poor/no alignment
McGraw-Hill School Education

Teacher
Very poor/no alignment
McGraw-Hill School Education

Teacher
Very poor/no alignment
McGraw-Hill School Education

Teacher
Very poor/no alignment
McGraw-Hill School Education

Savvas Learning Company LLC

Savvas Learning Company LLC

Savvas Learning Company LLC



• Very poor/no alignment

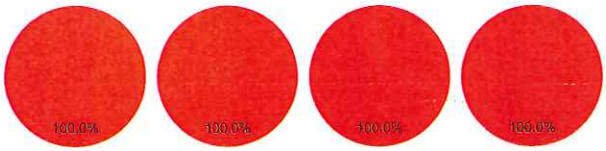
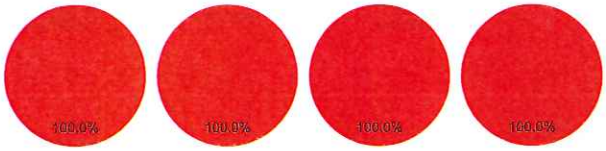
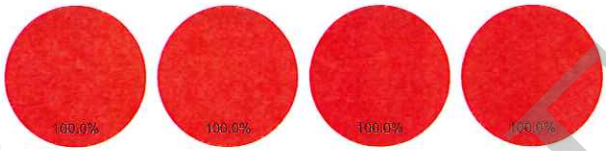
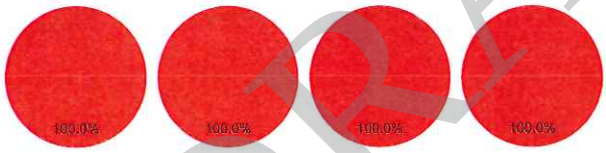
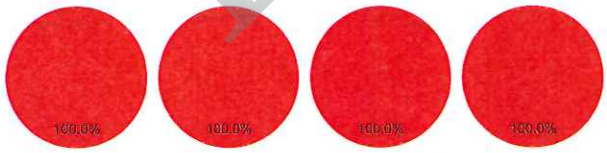
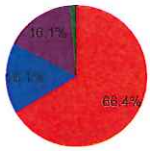
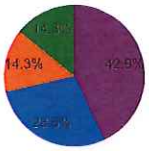
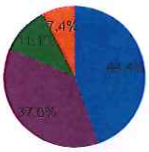
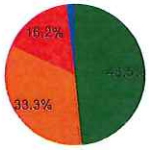
Teacher
Very poor/no alignment
Houghton Mifflin Harcourt - HMH

2. Professional development and coaching are available, inclusive of total cost, to support implementing the program with fidelity.

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3. Professional development is available as a supplement.	 • Very poor/no alignment	 • Very poor/no alignment	 • Very poor/no alignment	 • Very poor/no alignment			 • Very poor/no alignment
	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Teacher Very poor/no alignment Houghton Mifflin Harcourt - HMH
4. Professional development is available for the duration of the adoption.	 • Very poor/no alignment	 • Very poor/no alignment	 • Very poor/no alignment	 • Very poor/no alignment			 • Very poor/no alignment
	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Teacher Very poor/no alignment Houghton Mifflin Harcourt - HMH
5. The structured lesson format includes a plan, procedure, or routine that is carried through the sequence of teaching skills.	 • Very poor/no alignment	 • Very poor/no alignment	 • Very poor/no alignment	 • Very poor/no alignment			 • Very poor/no alignment
	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Teacher Very poor/no alignment Houghton Mifflin Harcourt - HMH
6. A clear and consistent lesson format is evident.	 • Very poor/no alignment	 • Very poor/no alignment	 • Very poor/no alignment	 • Very poor/no alignment			 • Very poor/no alignment
	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Teacher Very poor/no alignment Houghton Mifflin Harcourt - HMH
7. There is a daily schedule of lessons noting suggestions for the length of lessons and units.	 • Very poor/no alignment	 • Very poor/no alignment	 • Very poor/no alignment	 • Very poor/no alignment			 • Fair alignment
	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Teacher Fair alignment Houghton Mifflin Harcourt - HMH
8. Independent or group practice occurs after teacher-led instruction on the skill.								

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	 • Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment			 • Fair alignment
	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Teacher Fair alignment Houghton Mifflin Harcourt - HMH
9. Lessons include instructional routines, noting what the teacher should say, which includes a step-by-step sequence, procedures, and consistent language across lessons and grades.	 • Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment				 • Fair alignment
	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Teacher Fair alignment Houghton Mifflin Harcourt - HMH
10. The teacher manual(s) include directions for how to implement lessons (e.g., materials, target skill, script or wording for how to teach, examples to use, specific content such as wordlists or book list).	 • Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment				 • Fair alignment
	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Teacher Fair alignment Houghton Mifflin Harcourt - HMH
11. The program contains student motivational features that are optimal for delivering effective instruction.	 • Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment				 • Fair alignment
	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Teacher Fair alignment Houghton Mifflin Harcourt - HMH
12. The same routines, terminology, and procedures are used across skill areas and over time.	 • Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment	• Very poor/no alignment				 • Fair alignment
	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Teacher Very poor/no alignment McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Teacher Fair alignment Houghton Mifflin Harcourt - HMH
Summary	 • Very poor/no alignment	 • Very poor/no alignment	 • Very poor/no alignment	 • Very poor/no alignment • Fair alignment • Good alignment • Very good alignment	 • Poor alignment • Fair alignment • Good alignment • Very good alignment	 • Poor alignment • Fair alignment • Good alignment • Very good alignment	 • Good alignment	 • Very poor/no alignment • Poor alignment • Fair alignment • Good alignment
	Teacher	Teacher	Teacher	Teacher • Very poor/no alignment • Fair alignment • Good alignment • Very good alignment	Teacher 1 # Responses	Teacher	Teacher 1 # Responses	Teacher Teacher
	Texts in the book do not match with grade-level assigned texts. For grade 9, we could only find 4 of the 36 assigned texts. In addition, we have serious concerns about the quality of the assessments. We don't	Texts in the book do not match with grade-level assigned texts. For grade 9, we could only find 4 of the 36 assigned texts. In addition, we have serious concerns about the quality of the assessments. We don't	Texts in the book do not match with grade-level assigned texts. For grade 9, we could only find 4 of the 36 assigned texts. In addition, we have serious concerns about the quality of the assessments. We don't	Teacher Texts in the book do not match with grade-level assigned texts. For grade 9, we could only find 4 of the 36 assigned texts.		Please read Grade 9 responses..... Teacher Teacher 3 # Responses		This appears to be the same as the Florida Collections HMH book that we are using now. The readings do not

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have access to the digital copies to peruse; however, based on our current knowledge of this publisher, the assessments tend to lean heavily toward recall and do not match the rigor of the newly adopted standards.

1 # Responses

have access to the digital copies to peruse; however, based on our current knowledge of this publisher, the assessments tend to lean heavily toward recall and do not match the rigor of the newly adopted standards.

1 # Responses

have access to the digital copies to peruse; however, based on our current knowledge of this publisher, the assessments tend to lean heavily toward recall and do not match the rigor of the newly adopted standards.

1 # Responses

addition, we have serious concerns about the quality of the assessments. We don't have access to the digital copies to peruse; however, based on our current knowledge of this publisher, the assessments tend to lean heavily toward recall and do not match the rigor of the newly adopted standards.

Teacher

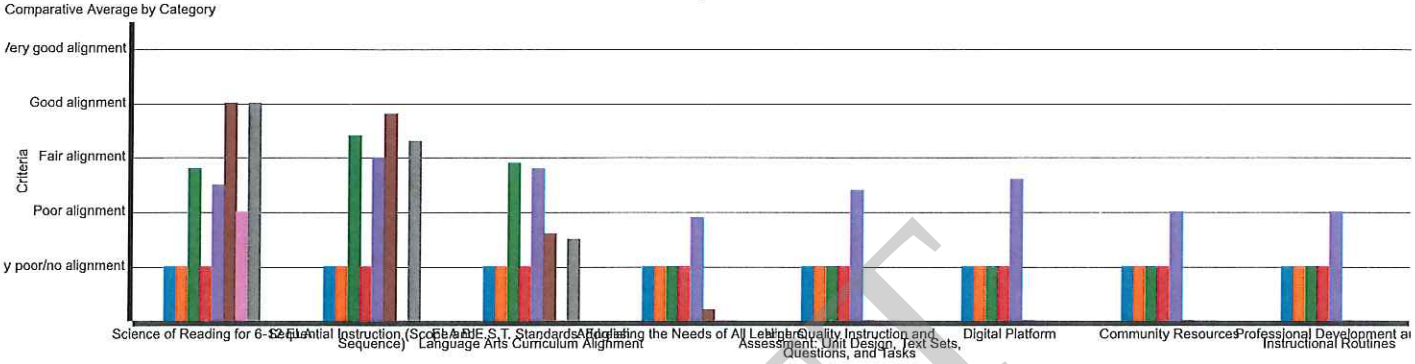
Greta textbook.

Teacher
3 # Responses

fully follow the BEST Standards.

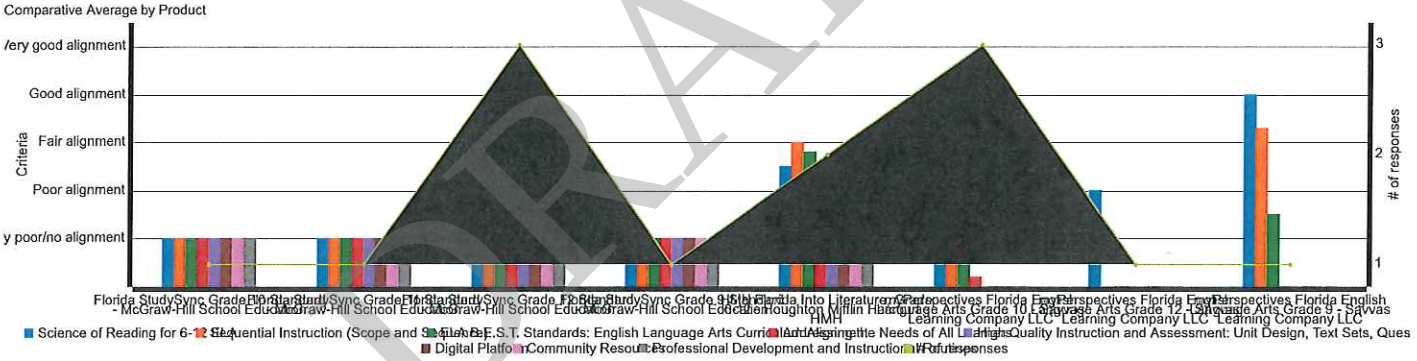
2 # Responses

Comparative Average by Category

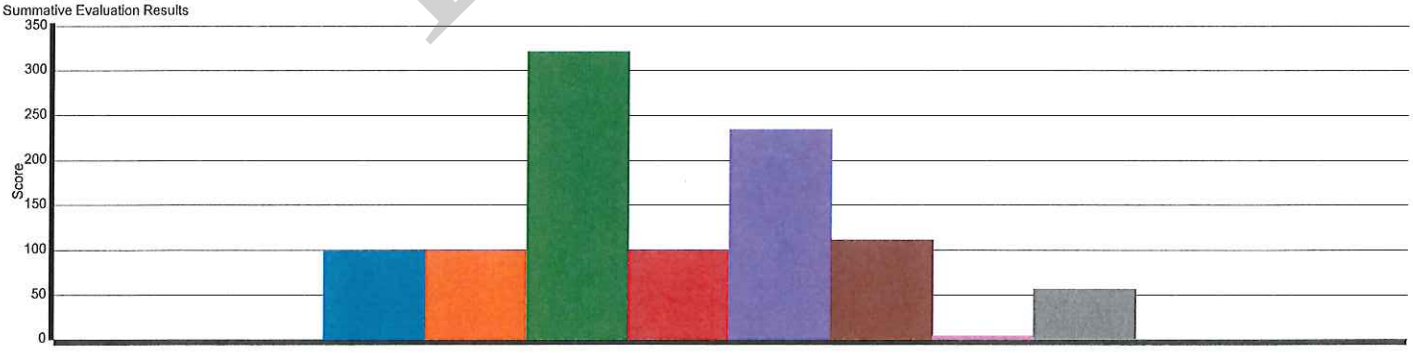


- Florida StudySync Grade 10 Standard - McGraw-Hill School Education
- Florida StudySync Grade 11 Standard - McGraw-Hill School Education
- Florida StudySync Grade 12 Standard - McGraw-Hill School Education
- Florida StudySync Grade 9 Standard - McGraw-Hill School Education
- HMH Florida Into Literature, Grade 6-12 - Houghton Mifflin Harcourt - HMH
- myPerspectives Florida English Language Arts Grade 10 - Savvas Learning Company LLC
- myPerspectives Florida English Language Arts Grade 12 - Savvas Learning Company LLC
- myPerspectives Florida English Language Arts Grade 9 - Savvas Learning Company LLC

Comparative Average by Product



Summative Evaluation Results



- Florida StudySync Grade 10 Standard - McGraw-Hill School Education
- Florida StudySync Grade 11 Standard - McGraw-Hill School Education
- Florida StudySync Grade 12 Standard - McGraw-Hill School Education
- Florida StudySync Grade 9 Standard - McGraw-Hill School Education
- HMH Florida Into Literature, Grade 6-12 - Houghton Mifflin Harcourt - HMH
- myPerspectives Florida English Language Arts Grade 10 - Savvas Learning Company LLC
- myPerspectives Florida English Language Arts Grade 12 - Savvas Learning Company LLC
- myPerspectives Florida English Language Arts Grade 9 - Savvas Learning Company LLC

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Preselection Committee Reviews

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Members were comprised of content area specialists, coaches, and teachers

K-5
ELA

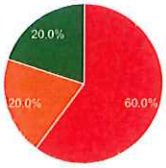
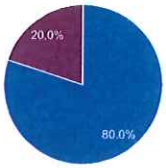
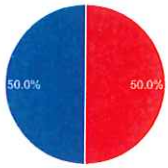
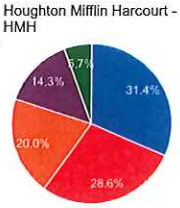
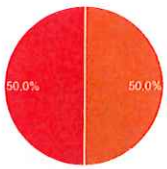
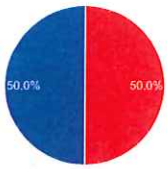
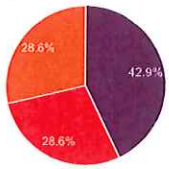
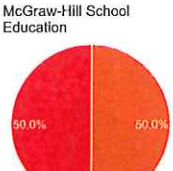
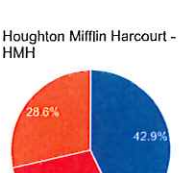
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Preselection Committee K-2: Language Arts K-2 Scorecard
Clay County District Schools 2020 Elementary K-2 ELA Adoption Rubric
Language Arts – K-2

Detail ☐ Average Calculation

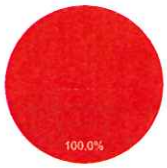
Detail ☑ Pie chart View Results

Hide ☐ Show Scores

		Florida Wonders Grade K - McGraw-Hill School Education	Florida Wonders Grade 1 - McGraw-Hill School Education	Florida Wonders Grade 2 - McGraw-Hill School Education	Florida myView Literacy Grade K - Savvas Learning Company LLC	Florida myView Literacy Grade 1 - Savvas Learning Company LLC	Florida myView Literacy Grade 2 - Savvas Learning Company LLC	HMH Florida Into Reading, Grades K-5 - Houghton Mifflin Harcourt - HMH
1.	Science of Reading for 3-5 ELA	 • Very poor/no alignment	 • Very poor/no alignment • Poor alignment • Fair alignment	 • Very poor/no alignment	 • Good Alignment • Very good Alignment	 • Very poor/no alignment • Good Alignment	 • Very poor/no alignment	 • Very poor/no alignment • Poor alignment • Fair alignment • Good Alignment • Very good Alignment
1.	For the grades for which the program is submitted, the program must include evidence of alignment to ESSA Evidence Level 1, 2, 3 or 4. Tier 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies. Tier 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies. Tier 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias). Tier 4 – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.	 • Very poor/no alignment Teacher Very poor/no alignment	 • Very poor/no alignment • Poor alignment Teacher Poor alignment Teacher Very poor/no alignment	 • Very poor/no alignment Teacher Very poor/no alignment	 • Good Alignment Teacher Good Alignment	 • Very poor/no alignment • Good Alignment Teacher Very poor/no alignment Teacher Good Alignment	 • Very poor/no alignment Teacher Very poor/no alignment	 • Very poor/no alignment • Poor alignment • Very good Alignment Teacher Very good Alignment Teacher Very poor/no alignment Teacher Very good Alignment Teacher Poor alignment Demonstrates a rationale. Little evidence. Study was on 360 3rd and 5th grade students with 20 teachers. Teacher Poor alignment Teacher Very poor/no alignment Teacher Very good Alignment
2.	The program provides evidence of grounding in conceptual research and theoretical models with reference to research articles and websites.	 • Very poor/no alignment Teacher Very poor/no alignment	 • Very poor/no alignment • Poor alignment Teacher Poor alignment Teacher Very poor/no alignment	 • Very poor/no alignment Teacher Very poor/no alignment	 • Good Alignment Teacher Good Alignment	 • Very poor/no alignment • Good Alignment Teacher Very poor/no alignment Teacher Good Alignment	 • Very poor/no alignment Teacher Very poor/no alignment	 • Very poor/no alignment • Poor alignment • Good Alignment Teacher Good Alignment Teacher Very poor/no alignment Teacher Good Alignment Teacher Poor alignment Teacher Poor alignment Teacher Very poor/no alignment Teacher Good Alignment
3.	There is an emphasis on teaching and learning the five essential early literacy skills (phonological awareness, phonics, fluency,	McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH

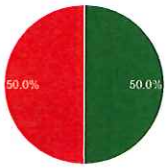
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vocabulary, and comprehension).



• Very poor/no alignment

Teacher
Very poor/no alignment



• Very poor/no alignment
• Fair alignment

Teacher
Fair alignment
Teacher
Very poor/no alignment



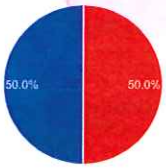
• Very poor/no alignment

Teacher
Very poor/no alignment



• Good Alignment

Teacher
Good Alignment



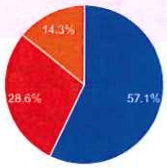
• Very poor/no alignment
• Good Alignment

Teacher
Very poor/no alignment
Teacher
Good Alignment



• Very poor/no alignment

Teacher
Very poor/no alignment



• Very poor/no alignment
• Poor alignment
• Good Alignment

Teacher
Good Alignment

Could use more fluency practice

Teacher
Very poor/no alignment
Teacher
Good Alignment

No fluency.

Teacher
Good Alignment

All 5 pieces are represented.

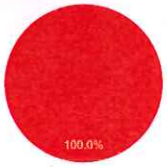
Teacher
Poor alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

Houghton Mifflin Harcourt - HMH

4.

The program reflects the understanding that reading is a language-based skill and learning to read depends on mapping sounds to print.

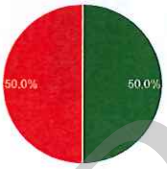
McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment
• Fair alignment

Teacher
Fair alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

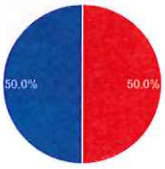
Savvas Learning Company LLC



• Very good Alignment

Teacher
Very good Alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Good Alignment

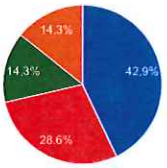
Teacher
Very poor/no alignment
Teacher
Good Alignment

Savvas Learning Company LLC



• Very poor/no alignment

Teacher
Very poor/no alignment



• Very poor/no alignment
• Poor alignment
• Fair alignment
• Good Alignment

Teacher
Good Alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment
Teacher
Fair alignment
Teacher
Poor alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

Houghton Mifflin Harcourt - HMH

5.

Word recognition for decodable words is taught through letter-sound correspondence and word analysis skills (e.g. suffixes, prefixes, Greek and Latin roots, syllabication patterns, and known word parts). It is not taught by visual memory, guessing, the shape of the word, or the use of context clues to decode words. Words that cannot be sounded out and that do not follow the rules of phonics, must be explicitly taught.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

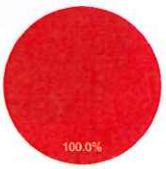
McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

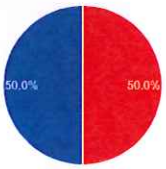
Savvas Learning Company LLC



• Good Alignment

Teacher
Good Alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Good Alignment

Teacher
Very poor/no alignment
Teacher
Good Alignment

Savvas Learning Company LLC



• Very poor/no alignment

Teacher
Very poor/no alignment



• Very poor/no alignment
• Poor alignment
• Fair alignment
• Good Alignment
• Very good Alignment

Teacher
Very good Alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment
Teacher
Fair alignment

The core program does not contain the pieces we would need to teach. The word/letter cards etc are an ancillary purchase item.

Teacher
Poor alignment
Teacher
Very poor/no alignment
Teacher
Very good Alignment

Houghton Mifflin Harcourt -

McGraw-Hill School | McGraw-Hill School | McGraw-Hill School | Savvas Learning Company | Savvas Learning Company | Savvas Learning Company

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2. Sequential Instruction (Scope and Sequence)

Education



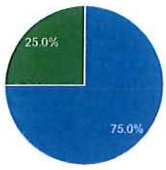
- Very poor/no alignment

Education



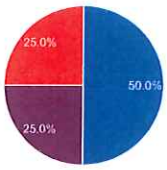
- Very poor/no alignment

Education



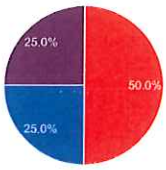
- Fair alignment
- Good Alignment

LLC



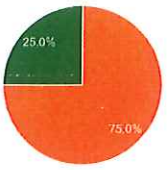
- Very poor/no alignment
- Good Alignment
- Very good Alignment

LLC



- Very poor/no alignment
- Good Alignment
- Very good Alignment

LLC



- Poor alignment
- Fair alignment

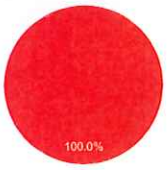
HMH



- Very poor/no alignment
- Poor alignment
- Fair alignment
- Good Alignment
- Very good Alignment

1. There is a detailed scope and sequence including a list of specific skills taught, a sequence for teaching the skills over the course of the year, and a timeline showing when skills are taught (by week, month, unit).

McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

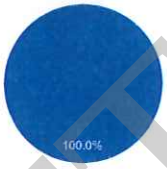
McGraw-Hill School Education



- Good Alignment

Teacher
Good Alignment

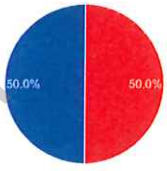
Savvas Learning Company LLC



- Good Alignment

Teacher
Good Alignment

Savvas Learning Company LLC



- Very poor/no alignment
- Good Alignment

Teacher
Very poor/no alignment
Teacher
Good Alignment

Savvas Learning Company LLC

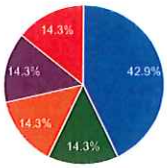


- Fair alignment

Teacher
Fair alignment

Unit and week are provided.

Houghton Mifflin Harcourt - HMH

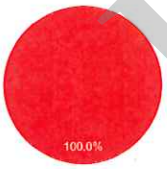


- Very poor/no alignment
- Poor alignment
- Fair alignment
- Good Alignment
- Very good Alignment

Teacher
Good Alignment
Teacher
Good Alignment
Teacher
Fair alignment
Teacher
Poor alignment
Teacher
Very good Alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

2. The scope and sequence for a skill within a grade shows a clear progression from easier to harder.

McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



- Fair alignment

Teacher
Fair alignment

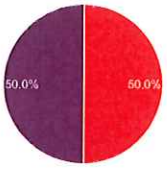
Savvas Learning Company LLC



- Very good Alignment

Teacher
Very good Alignment

Savvas Learning Company LLC



- Very poor/no alignment
- Very good Alignment

Teacher
Very poor/no alignment
Teacher
Very good Alignment

Savvas Learning Company LLC

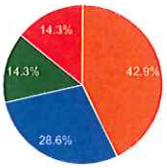


- Poor alignment

Teacher
Poor alignment

No clear direction on progression.

Houghton Mifflin Harcourt - HMH



- Very poor/no alignment
- Poor alignment
- Fair alignment
- Good Alignment

Teacher
Good Alignment
Teacher
Poor alignment
Teacher
Poor alignment

Starts off very quick.

Teacher
Poor alignment
Teacher
Fair alignment

Each week has multiple standards, no standard is isolated per week.

Teacher
Very poor/no alignment
Teacher
Good Alignment

3. Advanced skills are not introduced before students have been taught prerequisite skills.

McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



- Good Alignment

Teacher
Good Alignment

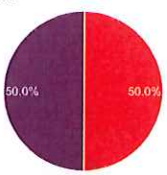
Savvas Learning Company LLC



- Good Alignment

Teacher
Good Alignment

Savvas Learning Company LLC



- Very poor/no alignment
- Very good Alignment

Teacher
Very poor/no alignment
Teacher
Very good Alignment

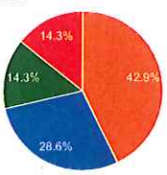
Savvas Learning Company LLC



- Poor alignment

Teacher
Poor alignment

Houghton Mifflin Harcourt - HMH

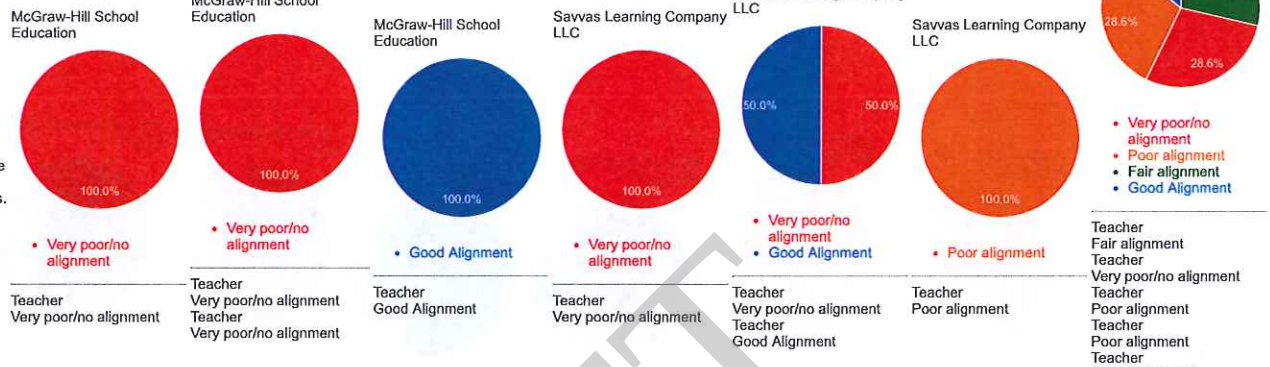


- Very poor/no alignment
- Poor alignment
- Fair alignment
- Good Alignment

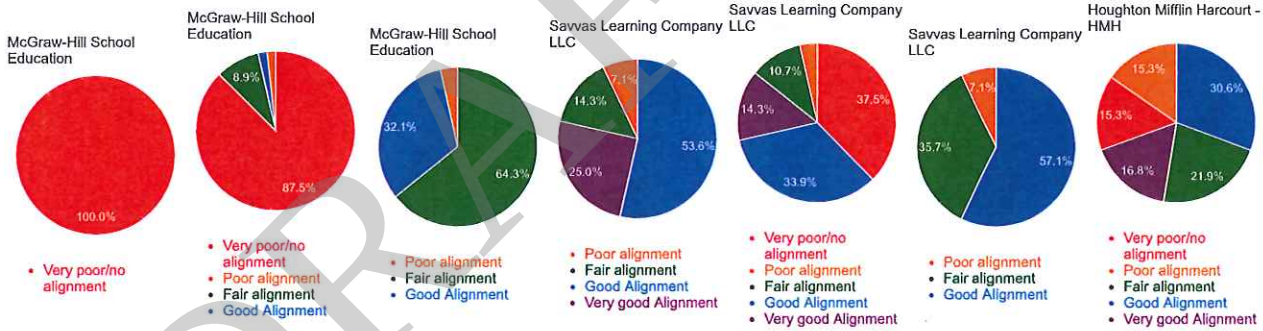
Teacher
Good Alignment

DRAFT

4. The scope and sequence articulates when skills are taught across grades.

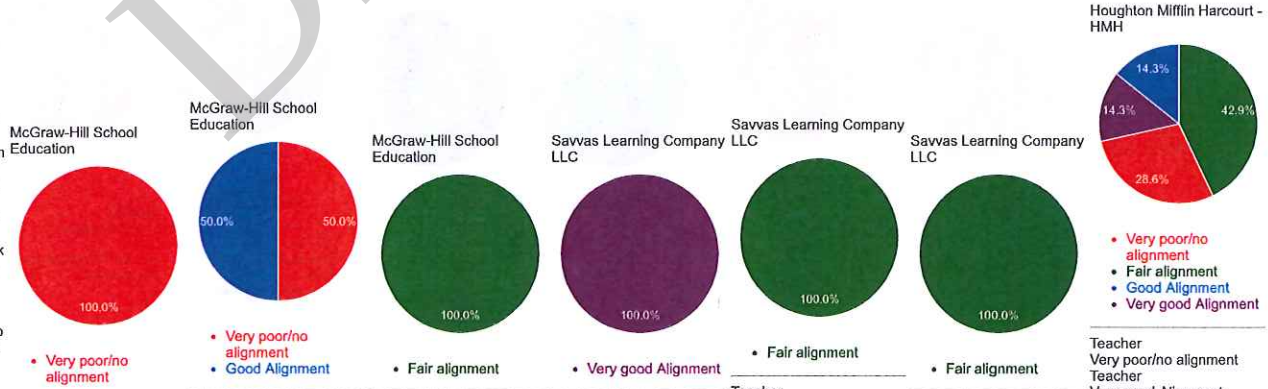


3. ELA B.E.S.T. Standards: English Language Arts Curriculum Alignment



1. Materials demonstrate and support instruction that builds students' knowledge of the basic concepts of print.

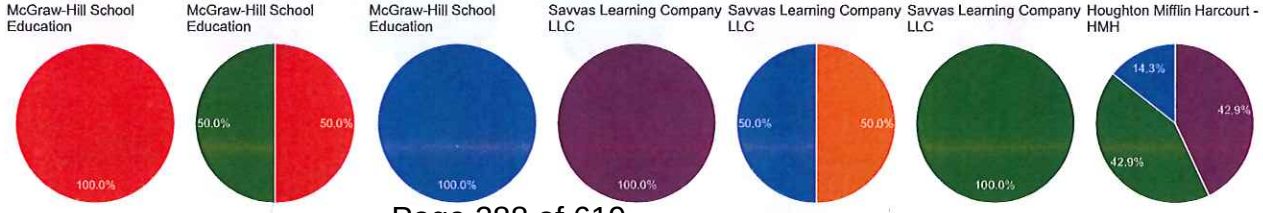
a. Locate a printed word on a page.
b. Distinguish letters from words within sentences.
c. Match print to speech to demonstrate that language is represented by print.
d. Identify parts of a book (front cover, back cover, title page).
e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line.
f. Identify all upper- and lowercase letters of the alphabet.
g. Recognize that print conveys specific meaning and pictures may support meaning.



Please provide any needed comments.

2. Materials demonstrate and support instruction that builds phonological awareness

a. Blend and segment syllables in spoken words.
b. Identify and produce alliterative and rhyming words.



DRAFT

c. Blend and segment onset and rimes of single-syllable words.
d. Identify the initial, medial, and final sound of spoken words.
e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.
f. Segment and blend phonemes in single-syllable spoken words

Please provide any needed comments.

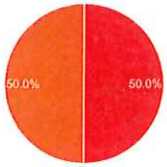
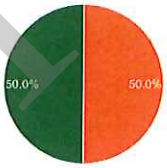
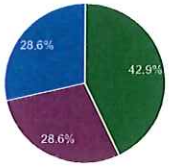
• Very poor/no alignment	• Very poor/no alignment • Fair alignment	• Good Alignment	• Very good Alignment	• Poor alignment • Good Alignment	• Fair alignment	• Fair alignment • Good Alignment • Very good Alignment
Teacher Very poor/no alignment	Teacher Very poor/no alignment Teacher Fair alignment	Teacher Good Alignment	Teacher Very good Alignment	Teacher Poor alignment Teacher Good Alignment	Teacher Fair alignment	Teacher Very good Alignment Teacher Very good Alignment Teacher Good Alignment Teacher Fair alignment Teacher Fair alignment Teacher Fair alignment Teacher Very good Alignment

3.

Materials facilitate knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.

a. Demonstrate knowledge of the most frequent sound for each consonant.
b. Demonstrate knowledge of the short and long sounds for the five major vowels.
c. Decode consonant-vowel-consonant (CVC) words.
d. Encode consonant-vowel-consonant (CVC) words.

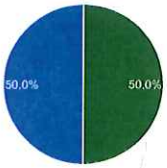
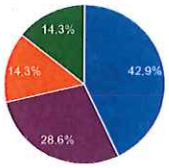
Please provide any needed comments.

McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH
						
• Very poor/no alignment	• Very poor/no alignment • Poor alignment	• Good Alignment	• Good Alignment	• Poor alignment • Fair alignment	• Fair alignment	• Fair alignment • Good Alignment • Very good Alignment
Teacher Very poor/no alignment	Teacher Very poor/no alignment Teacher Poor alignment Activities are extremely simplistic, not rigorous.	Teacher Good Alignment	Teacher Good Alignment	Teacher Poor alignment Teacher Fair alignment	Teacher Fair alignment It is not SIPPS. There isn't enough support.	Teacher Very good Alignment Teacher Good Alignment Teacher Good Alignment Teacher Fair alignment Teacher Fair alignment Teacher Fair alignment

4.

Materials support instruction that teaches students how to recognize and read with automaticity grade-level high frequency words.

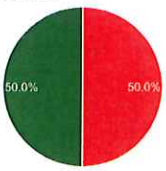
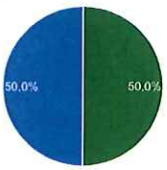
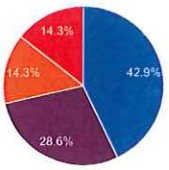
a. Recognize and read with automaticity the grade-level sight words.

McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH
						
• Very poor/no alignment	• Very poor/no alignment • Fair alignment	• Fair alignment	• Very good Alignment	• Fair alignment • Good Alignment	• Fair alignment	• Poor alignment • Fair alignment • Good Alignment • Very good Alignment
Teacher Very poor/no alignment	Teacher Very poor/no alignment Teacher Fair alignment	Teacher Fair alignment	Teacher Very good Alignment	Teacher Fair alignment Teacher Good Alignment	Teacher Fair alignment	Teacher Good Alignment Teacher Very good Alignment Teacher Good Alignment Teacher Poor alignment Poor based on materials given.

5.

Reading Prose and Poetry Indicators

a. Materials include a sufficient number of prose and poetry that allow students to build grade specific knowledge of literary elements.

McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH
						
• Very poor/no alignment	• Very poor/no alignment • Fair alignment	• Good Alignment	• Very good Alignment	• Fair alignment • Good Alignment	• Fair alignment	• Very poor/no alignment • Poor alignment • Good Alignment
Teacher	Teacher	Teacher	Teacher	Teacher	Teacher	Teacher Good Alignment Teacher Fair alignment Teacher Very good Alignment

DRAFT

Teacher
Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Fair alignment

Good Alignment

Very good Alignment

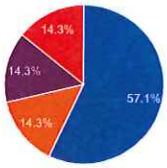
Teacher
Fair alignment
Teacher
Good Alignment

Fair alignment

• Very good Alignment

Teacher
Good Alignment
Teacher
Very good Alignment
Teacher
Good Alignment
Teacher
Poor alignment
Teacher
Very good Alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

Houghton Mifflin Harcourt - HMH



• Very poor/no alignment
• Poor alignment
• Good Alignment
• Very good Alignment

6.

Reading Prose and Poetry Indicators

b. Materials support instruction that teaches students to understand and analyze prose and poetry to determine theme.

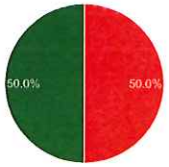
McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment
• Fair alignment

Teacher
Very poor/no alignment
Teacher
Fair alignment

It is not explicit, in Unit 3. Then doesn't visit again until Unit 5. Does preface with problem and solution.

McGraw-Hill School Education



• Fair alignment

Teacher
Fair alignment

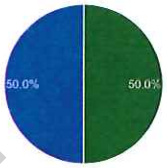
Savvas Learning Company LLC



• Good Alignment

Teacher
Good Alignment

Savvas Learning Company LLC



• Fair alignment
• Good Alignment

Teacher
Fair alignment
Teacher
Good Alignment

Savvas Learning Company LLC



• Poor alignment

Teacher
Poor alignment

Teacher
Good Alignment
Teacher
Good Alignment
Teacher
Good Alignment
Teacher
Poor alignment
Teacher
Very good Alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

Houghton Mifflin Harcourt - HMH



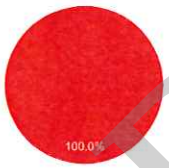
• Very poor/no alignment
• Poor alignment
• Fair alignment
• Good Alignment
• Very good Alignment

7.

Reading Prose and Poetry Indicators

c. Materials support instruction that teaches students to understand and analyze various perspectives and points of view for prose and poetry with increasing complexity.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Good Alignment

Teacher
Good Alignment

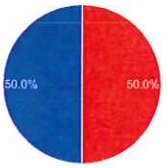
Savvas Learning Company LLC



• Good Alignment

Teacher
Good Alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Good Alignment

Teacher
Very poor/no alignment
Teacher
Good Alignment

Savvas Learning Company LLC

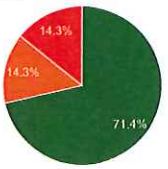


• Fair alignment

Teacher
Fair alignment

Teacher
Good Alignment
Teacher
Very good Alignment
Teacher
Good Alignment
Teacher
Poor alignment
Teacher
Fair alignment
Teacher
Very poor/no alignment
Teacher
Fair alignment

Houghton Mifflin Harcourt - HMH



• Very poor/no alignment
• Poor alignment
• Fair alignment

8.

Reading Prose and Poetry Indicators

d. Instructional opportunities are frequently built into the materials for student to practice and achieve reading fluency, that is, to read on-level prose and poetry with accuracy, rate, appropriate to the text, and expression.

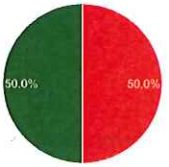
McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment
• Fair alignment

Teacher
Very poor/no alignment
Teacher
Fair alignment

McGraw-Hill School Education



• Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



• Good Alignment

Teacher
Good Alignment

Savvas Learning Company LLC



• Good Alignment

Teacher
Good Alignment
Teacher
Good Alignment

Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

Teacher
Fair alignment
Teacher
Fair alignment
Teacher
Fair alignment
Teacher
Poor alignment
Teacher
Fair alignment
Teacher
Very poor/no alignment
Teacher
Fair alignment

DRAFT

9.

Reading Informational Text Indicators

a. Specific texts are included in materials for teaching various text structures to support comprehension and careful reading of informational text.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Good Alignment

Teacher
Good Alignment

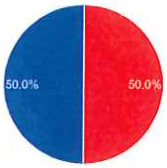
Savvas Learning Company LLC



• Good Alignment

Teacher
Good Alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Good Alignment

Teacher
Very poor/no alignment
Teacher
Good Alignment

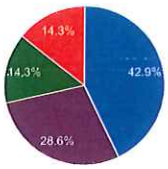
Savvas Learning Company LLC



• Good Alignment

Teacher
Good Alignment

Houghton Mifflin Harcourt - HMH



• Very poor/no alignment
• Fair alignment
• Good Alignment
• Very good Alignment

Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Good Alignment
Teacher
Good Alignment
Teacher
Very good Alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

10.

Reading Informational Text Indicators

b. Materials support instruction that teaches students to identify and describe or explain ideas (central idea) for informational text in a progressively more complex manner.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Fair alignment

Teacher
Fair alignment

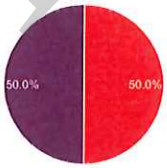
Savvas Learning Company LLC



• Good Alignment

Teacher
Good Alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Very good Alignment

Teacher
Very poor/no alignment
Teacher
Very good Alignment

Savvas Learning Company LLC



• Good Alignment

Teacher
Good Alignment

Houghton Mifflin Harcourt - HMH



• Very poor/no alignment
• Poor alignment
• Fair alignment
• Good Alignment
• Very good Alignment

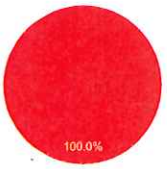
Teacher
Good Alignment
Teacher
Very good Alignment
Teacher
Good Alignment
Teacher
Poor alignment
Teacher
Very good Alignment
Teacher
Very poor/no alignment
Teacher
Fair alignment

11.

Reading Informational Text Indicators

c. Materials support instruction that teaches student to understand and analyze various purposes and perspectives for informational text with increasing complexity.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Fair alignment

Teacher
Fair alignment

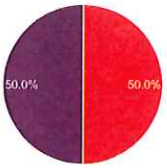
Savvas Learning Company LLC



• Good Alignment

Teacher
Good Alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Very good Alignment

Teacher
Very poor/no alignment
Teacher
Very good Alignment

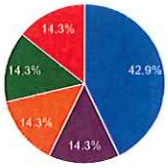
Savvas Learning Company LLC



• Good Alignment

Teacher
Good Alignment

Houghton Mifflin Harcourt - HMH



• Very poor/no alignment
• Poor alignment
• Fair alignment
• Good Alignment
• Very good Alignment

Teacher
Good Alignment
Teacher
Very good Alignment
Teacher
Good Alignment
Teacher
Poor alignment
Teacher
Very good Alignment
Teacher
Very poor/no alignment
Teacher
Fair alignment

12.

Reading Informational Text Indicators

d. Materials contain questions and tasks that require students to use text-based evidence to make arguments with increasing complexity.

McGraw-Hill School Education



McGraw-Hill School Education



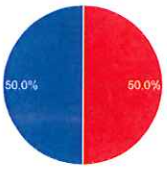
McGraw-Hill School Education



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Savvas Learning Company LLC



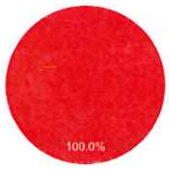
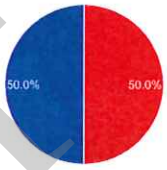
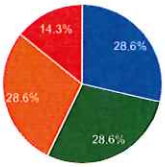
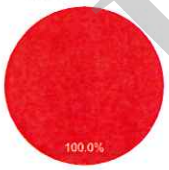
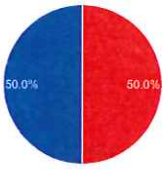
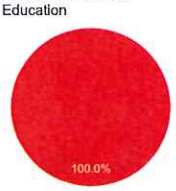
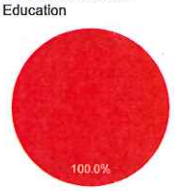
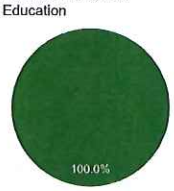
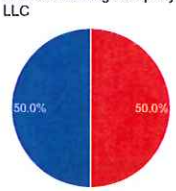
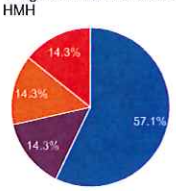
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DRAFT

	• Very poor/no alignment Teacher Very poor/no alignment	• Very poor/no alignment Teacher Very poor/no alignment Teacher Very poor/no alignment	• Fair alignment Teacher Fair alignment	• Good Alignment Teacher Good Alignment	• Very poor/no alignment • Good Alignment Teacher Very poor/no alignment Teacher Good Alignment	• Good Alignment Teacher Good Alignment	• Very poor/no alignment • Poor alignment • Fair alignment • Good Alignment • Very good Alignment Teacher Good Alignment Teacher Very good Alignment Teacher Fair alignment Teacher Poor alignment Teacher Poor alignment Not a lot of questions and tasks. Teacher Very poor/no alignment Teacher Very good Alignment
13. Reading Across Genres Indicators a. Materials include instruction for students to understand figurative language, word relationships, and nuances in word meaning in the contextual framework of various genres.	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Fair alignment Teacher Fair alignment	Savvas Learning Company LLC  • Fair alignment Teacher Fair alignment	Savvas Learning Company LLC  • Very poor/no alignment • Good Alignment Teacher Very poor/no alignment Teacher Good Alignment	Savvas Learning Company LLC  • Fair alignment Teacher Fair alignment	Houghton Mifflin Harcourt - HMH  • Very poor/no alignment • Poor alignment • Fair alignment • Good Alignment Teacher Good Alignment Teacher Good Alignment Teacher Fair alignment Teacher Poor alignment Teacher Poor alignment Teacher Very poor/no alignment Teacher Fair alignment
14. Reading Across Genres Indicators b. Materials include instruction for students to understand how to paraphrase and summarize content from grade-level texts with increasing complexity.	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Fair alignment Teacher Fair alignment	Savvas Learning Company LLC  • Fair alignment Teacher Fair alignment	Savvas Learning Company LLC  • Very poor/no alignment • Good Alignment Teacher Very poor/no alignment Teacher Good Alignment	Savvas Learning Company LLC  • Poor alignment Teacher Poor alignment	Houghton Mifflin Harcourt - HMH  • Very poor/no alignment • Poor alignment • Fair alignment • Good Alignment • Very good Alignment Teacher Fair alignment Teacher Very good Alignment Teacher Good Alignment Teacher Poor alignment Teacher Very good Alignment Teacher Very poor/no alignment Teacher Fair alignment
15. Reading Across Genres Indicators c. Materials support instruction that teaches students to compare and contrast or analyze information within and across genres with increasing complexity.	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Fair alignment Teacher Fair alignment	Savvas Learning Company LLC  • Fair alignment Teacher Fair alignment	Savvas Learning Company LLC  • Very poor/no alignment • Good Alignment Teacher Very poor/no alignment Teacher Good Alignment	Savvas Learning Company LLC  • Fair alignment Teacher Fair alignment	Houghton Mifflin Harcourt - HMH  • Very poor/no alignment • Poor alignment • Good Alignment • Very good Alignment Teacher Good Alignment Teacher Very good Alignment

DRAFT

16.

Communicating Through Writing Indicators

a. Materials support instruction that teaches students how to print letters with increasing complexity.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Fair alignment

Teacher
Fair alignment

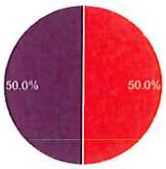
Savvas Learning Company LLC



• Poor alignment

Teacher
Poor alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Very good Alignment

Teacher
Very poor/no alignment
Teacher
Very good Alignment

Savvas Learning Company LLC

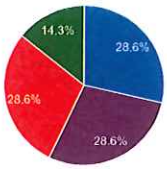


• Good Alignment

Teacher
Good Alignment

Teacher
Good Alignment
Teacher
Poor alignment
Teacher
Good Alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

Houghton Mifflin Harcourt - HMH



• Very poor/no alignment
• Fair alignment
• Good Alignment
• Very good Alignment

Teacher
Good Alignment
Teacher
Very good Alignment
Teacher
Very good Alignment
Teacher
Very poor/no alignment
Teacher
Fair alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

17.

Communicating Through Writing Indicators

b.Materials support instruction that teaches students how to create narratives with increasing complexity.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Fair alignment

Teacher
Fair alignment

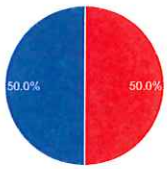
Savvas Learning Company LLC



• Poor alignment

Teacher
Poor alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Good Alignment

Teacher
Very poor/no alignment
Teacher
Good Alignment

Savvas Learning Company LLC



• Good Alignment

Teacher
Good Alignment

Teacher
Good Alignment
Teacher
Very good Alignment
Teacher
Fair alignment
Teacher
Poor alignment

Doesn't come with enough material to meet student needs.

Teacher
Fair alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

Houghton Mifflin Harcourt - HMH



• Very poor/no alignment
• Poor alignment
• Fair alignment
• Good Alignment
• Very good Alignment

Teacher
Good Alignment
Teacher
Very good Alignment
Teacher
Fair alignment
Teacher
Poor alignment
Teacher
Fair alignment
Teacher
Very poor/no alignment
Teacher

18.

Communicating Through Writing Indicators

c. Materials support instruction that teaches students how to express opinions and make claims with increasing complexity.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Fair alignment

Teacher
Fair alignment

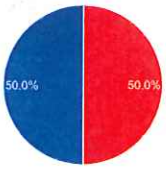
Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Good Alignment

Teacher
Very poor/no alignment
Teacher
Good Alignment

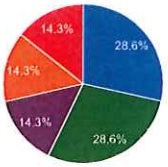
Savvas Learning Company LLC



• Good Alignment

Teacher
Good Alignment

Houghton Mifflin Harcourt - HMH



• Very poor/no alignment
• Poor alignment
• Fair alignment
• Good Alignment
• Very good Alignment

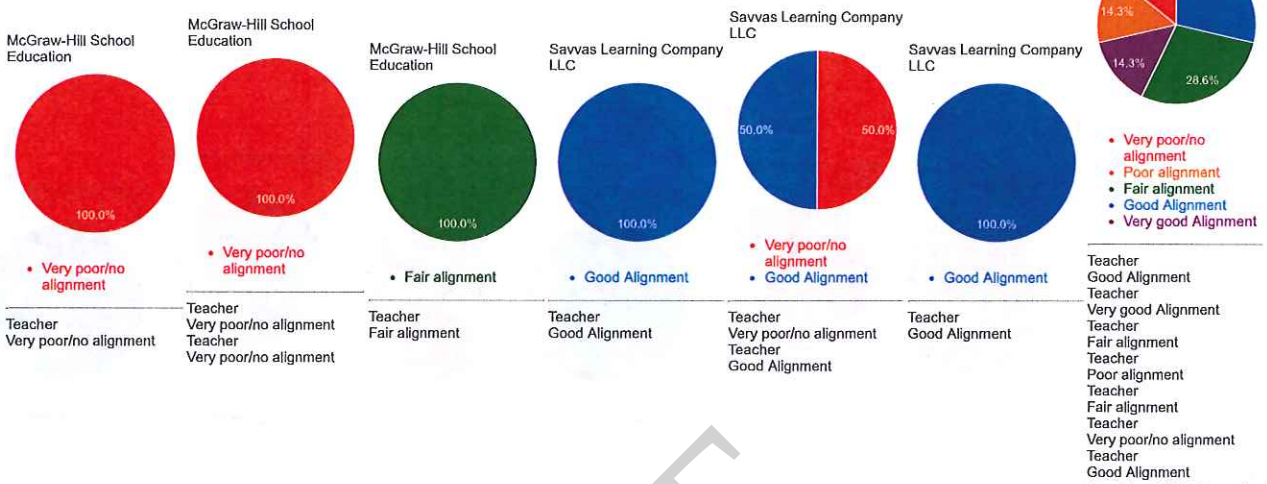
Teacher
Good Alignment
Teacher
Very good Alignment
Teacher
Fair alignment
Teacher
Poor alignment
Teacher
Fair alignment
Teacher
Very poor/no alignment
Teacher

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19.

Communicating Through Writing Indicators

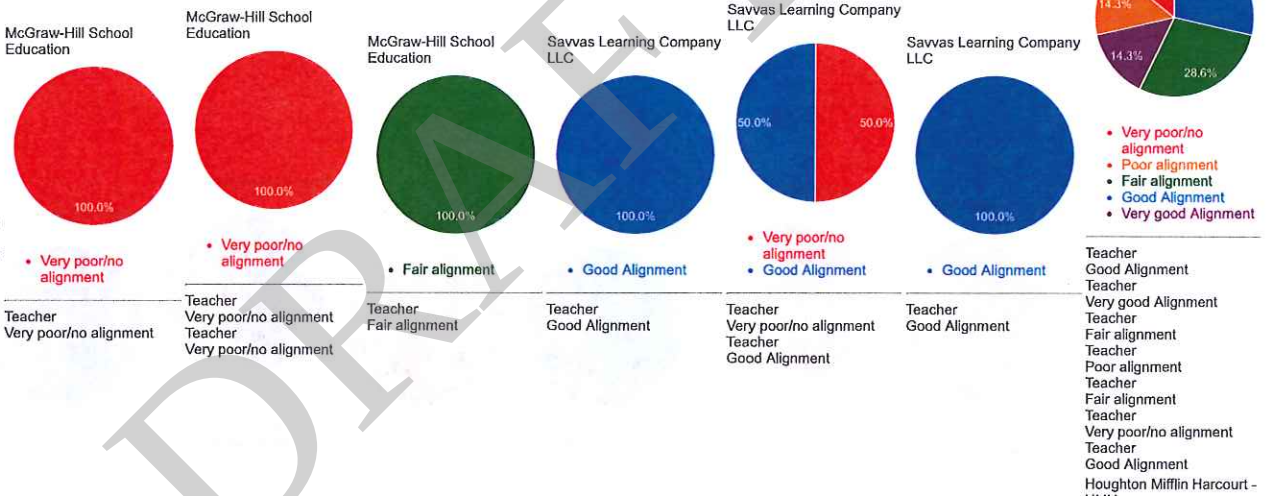
d. Materials support instruction that teaches students how to create expository texts with increasing complexity.



20.

Communicating Through Writing Indicators

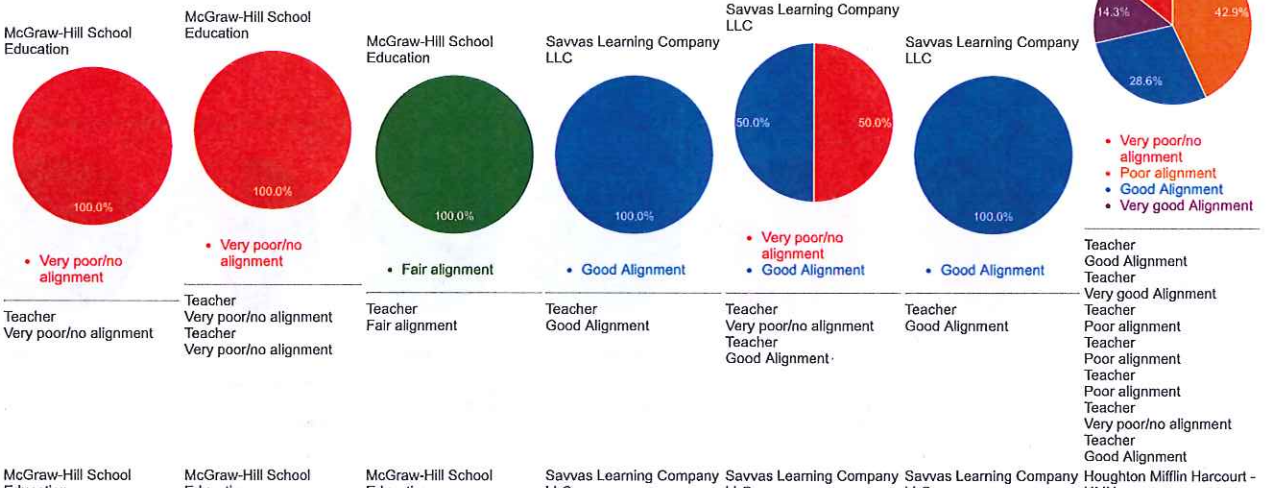
e.Materials support instruction that teaches students how to improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers with increasing complexity.



21.

Communicating Orally Indicators

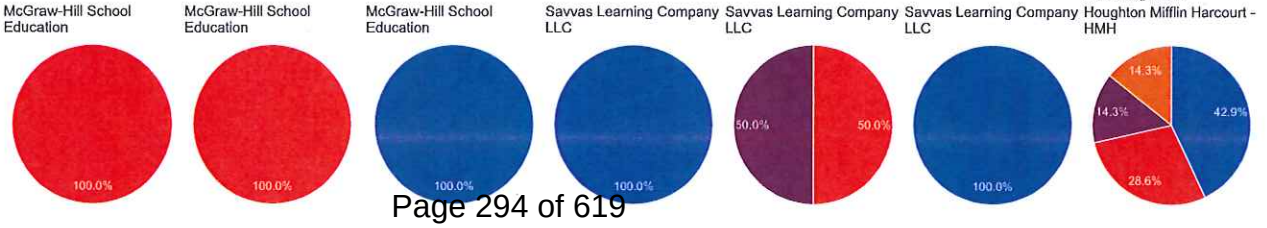
a. Materials support instruction that teaches students how to present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation with increasing complexity.



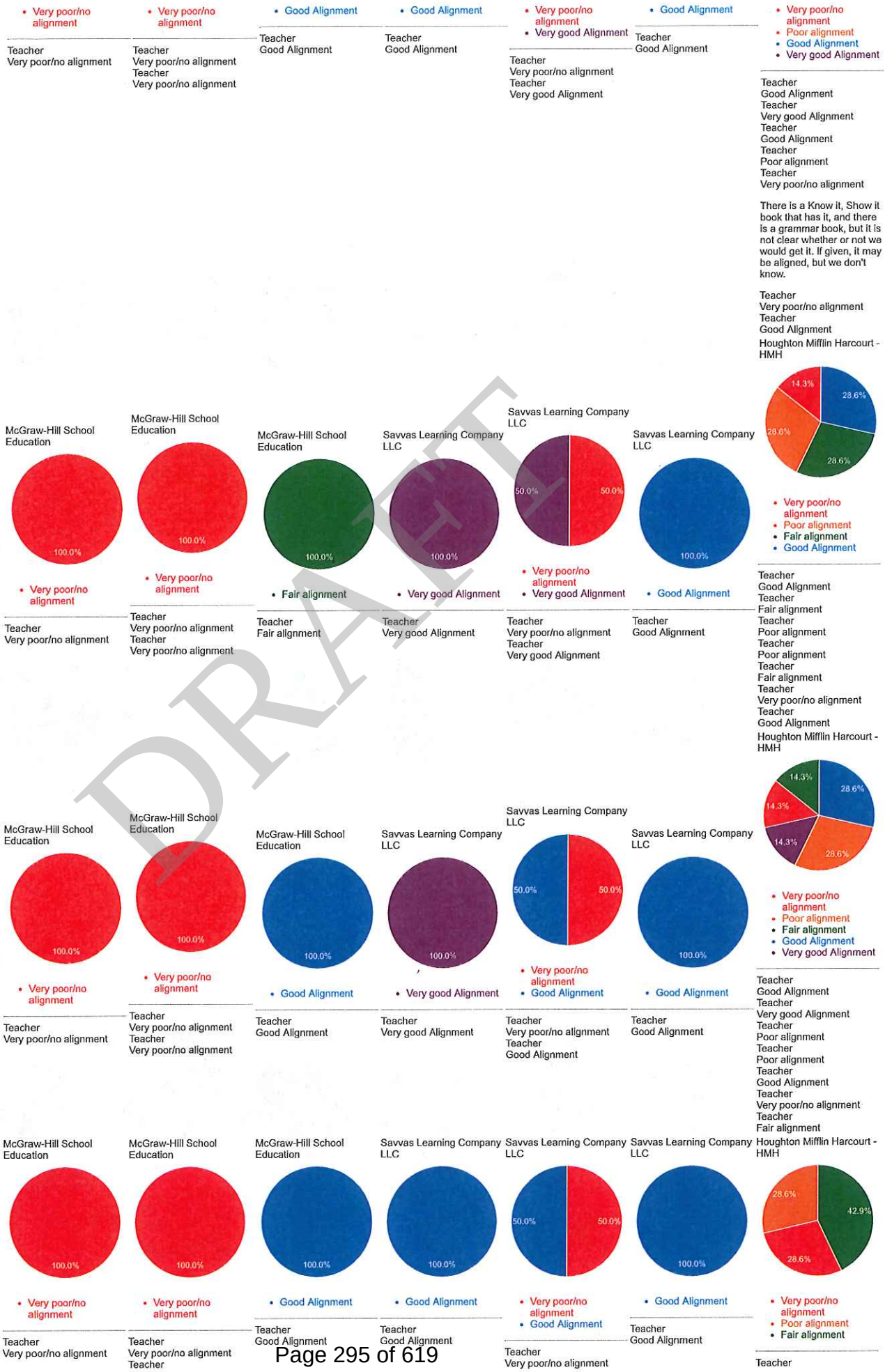
22.

Following Conventions Indicators

a. Materials support instruction that teaches students grade-appropriate conventions. See Conventions Progression Chart



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• Very poor/no alignment
Teacher
Very poor/no alignment
• Very poor/no alignment
Teacher
Very poor/no alignment
Teacher
Very poor/no alignment
• Good Alignment
Teacher
Good Alignment
• Good Alignment
Teacher
Good Alignment
• Very poor/no alignment
• Very good Alignment
Teacher
Very poor/no alignment
Teacher
Very good Alignment
• Good Alignment
Teacher
Good Alignment
• Very poor/no alignment
• Poor alignment
• Good Alignment
• Very good Alignment
Teacher
Good Alignment
Teacher
Very good Alignment
Teacher
Good Alignment
Teacher
Poor alignment
Teacher
Very poor/no alignment
There is a Know it, Show it book that has it, and there is a grammar book, but it is not clear whether or not we would get it. If given, it may be aligned, but we don't know.
Teacher
Very poor/no alignment
Teacher
Good Alignment
Houghton Mifflin Harcourt - HMH
23.
Researching Indicators
a. Materials include extensive practice with short, focused research projects that allow students to have multiple experiences with the research process throughout the year and facilitate development of the ability to conduct research independently.
McGraw-Hill School Education
100.0%
McGraw-Hill School Education
100.0%
McGraw-Hill School Education
100.0%
Savvas Learning Company LLC
100.0%
Savvas Learning Company LLC
50.0%
50.0%
Savvas Learning Company LLC
100.0%
14.3%
28.6%
28.6%
28.6%
• Very poor/no alignment
Teacher
Very poor/no alignment
• Very poor/no alignment
Teacher
Very poor/no alignment
Teacher
Very poor/no alignment
• Fair alignment
Teacher
Fair alignment
• Very good Alignment
Teacher
Very good Alignment
• Very poor/no alignment
• Very good Alignment
Teacher
Very poor/no alignment
Teacher
Very good Alignment
• Good Alignment
Teacher
Good Alignment
• Very poor/no alignment
• Poor alignment
• Fair alignment
• Good Alignment
Teacher
Good Alignment
Teacher
Fair alignment
Teacher
Poor alignment
Teacher
Poor alignment
Teacher
Fair alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment
Houghton Mifflin Harcourt - HMH
24.
Creating and Collaborating Indicators
a. Materials include activities for students to use multimedia elements to enhance oral or written tasks with increasing complexity.
McGraw-Hill School Education
100.0%
McGraw-Hill School Education
100.0%
McGraw-Hill School Education
100.0%
Savvas Learning Company LLC
100.0%
Savvas Learning Company LLC
50.0%
50.0%
Savvas Learning Company LLC
100.0%
14.3%
28.6%
14.3%
14.3%
28.6%
• Very poor/no alignment
Teacher
Very poor/no alignment
• Very poor/no alignment
Teacher
Very poor/no alignment
Teacher
Very poor/no alignment
• Good Alignment
Teacher
Good Alignment
• Very good Alignment
Teacher
Very good Alignment
• Very poor/no alignment
• Good Alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment
• Good Alignment
Teacher
Good Alignment
• Very poor/no alignment
• Poor alignment
• Fair alignment
• Good Alignment
• Very good Alignment
Teacher
Good Alignment
Teacher
Very good Alignment
Teacher
Poor alignment
Teacher
Poor alignment
Teacher
Good Alignment
Teacher
Very poor/no alignment
Teacher
Fair alignment
Houghton Mifflin Harcourt - HMH
25.
Creating and Collaborating Indicators
b. Materials include activities for students to use digital writing tools individually or collaboratively to plan, draft, and revise writing with increasing complexity.
McGraw-Hill School Education
100.0%
McGraw-Hill School Education
100.0%
McGraw-Hill School Education
100.0%
Savvas Learning Company LLC
100.0%
Savvas Learning Company LLC
50.0%
50.0%
Savvas Learning Company LLC
100.0%
28.6%
42.9%
28.6%
• Very poor/no alignment
Teacher
Very poor/no alignment
• Very poor/no alignment
Teacher
Very poor/no alignment
Teacher
• Good Alignment
Teacher
Good Alignment
• Good Alignment
Teacher
Good Alignment
• Very poor/no alignment
• Good Alignment
Teacher
Very poor/no alignment
• Good Alignment
Teacher
Good Alignment
• Very poor/no alignment
• Poor alignment
• Fair alignment
Teacher

DRAFT

Very poor/no alignment

Teacher
Good Alignment

Very poor/no alignment
Teacher
Fair alignment
Teacher
Poor alignment
Teacher
Poor alignment
Teacher
Fair alignment
Teacher
Very poor/no alignment
Teacher
Fair alignment

26.

Find Meaning Indicators

a. Materials include activities for students to acquire and use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

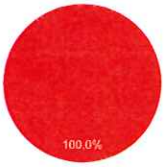
McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Poor alignment

Teacher
Poor alignment

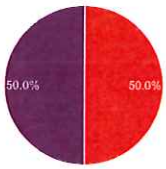
Savvas Learning Company LLC



• Very good Alignment

Teacher
Very good Alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Very good Alignment

Teacher
Very poor/no alignment
Teacher
Very good Alignment

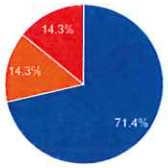
Savvas Learning Company LLC



• Good Alignment

Teacher
Good Alignment

Houghton Mifflin Harcourt - HMH



• Very poor/no alignment
• Poor alignment
• Good Alignment

Teacher
Good Alignment
Teacher
Good Alignment
Teacher
Good Alignment
Teacher
Poor alignment
Teacher
Good Alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

27.

Find Meaning Indicators

b.Materials provide instruction on the structure of words and parts of words, such as stems, root words, prefixes, and suffixes to determine meanings of words and phrases in grade-level content.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

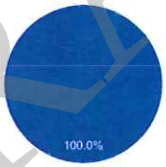
McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Good Alignment

Teacher
Good Alignment

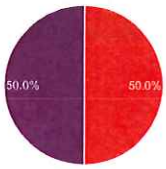
Savvas Learning Company LLC



• Good Alignment

Teacher
Good Alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Very good Alignment

Teacher
Very poor/no alignment
Teacher
Very good Allgnment

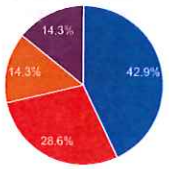
Savvas Learning Company LLC



• Good Alignment

Teacher
Good Alignment

Houghton Mifflin Harcourt - HMH



• Very poor/no alignment
• Poor alignment
• Good Alignment
• Very good Alignment

Teacher
Good Alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment
Teacher
Poor alignment
Teacher
Very good Alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

28.

Find Meaning Indicators

c.Materials provide students with ample opportunities to use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Fair alignment

Teacher
Fair alignment

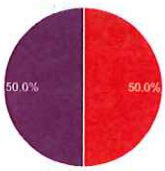
Savvas Learning Company LLC



• Good Alignment

Teacher
Good Alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Very good Alignment

Teacher
Very poor/no alignment
Teacher
Very good Allgnment

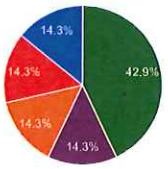
Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

Houghton Mifflin Harcourt - HMH



• Very poor/no alignment
• Poor alignment
• Fair alignment
• Good Alignment
• Very good Alignment

Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Fair alignment
Teacher
Poor alignment
Teacher
Fair alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

4.

McGraw-Hill School Education

McGraw-Hill School Education

McGraw-Hill School Education

Savvas Learning Company LLC

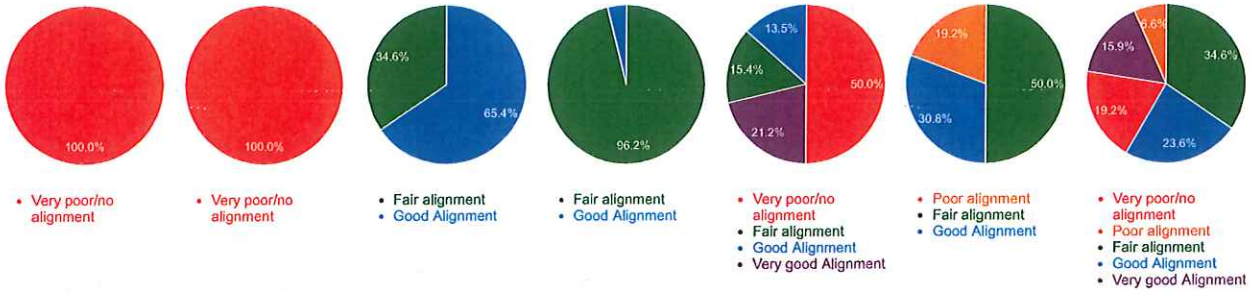
Savvas Learning Company LLC

Savvas Learning Company LLC

Houghton Mifflin Harcourt - HMH

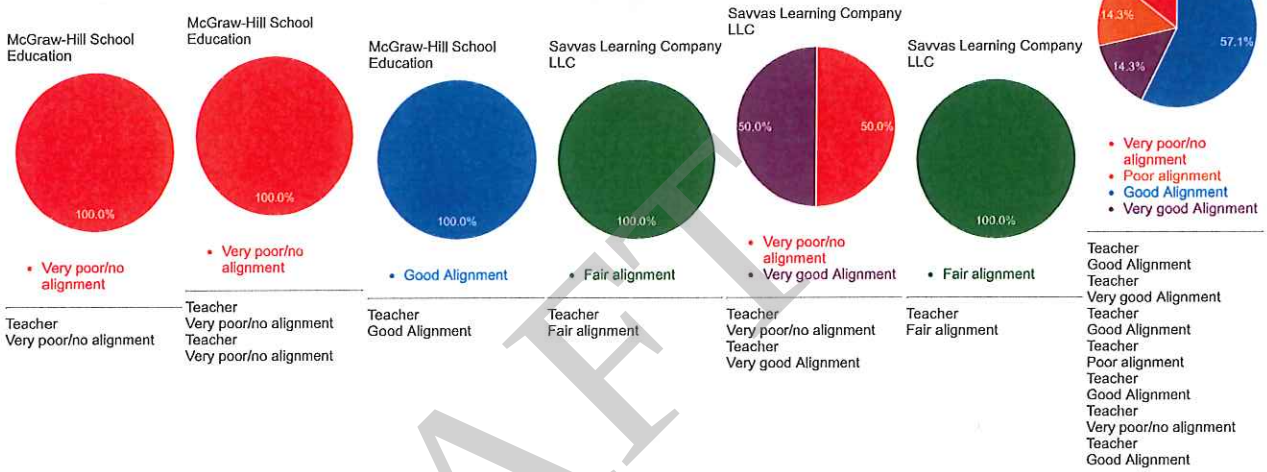
DRAFT

Addressing the Needs of All Learners



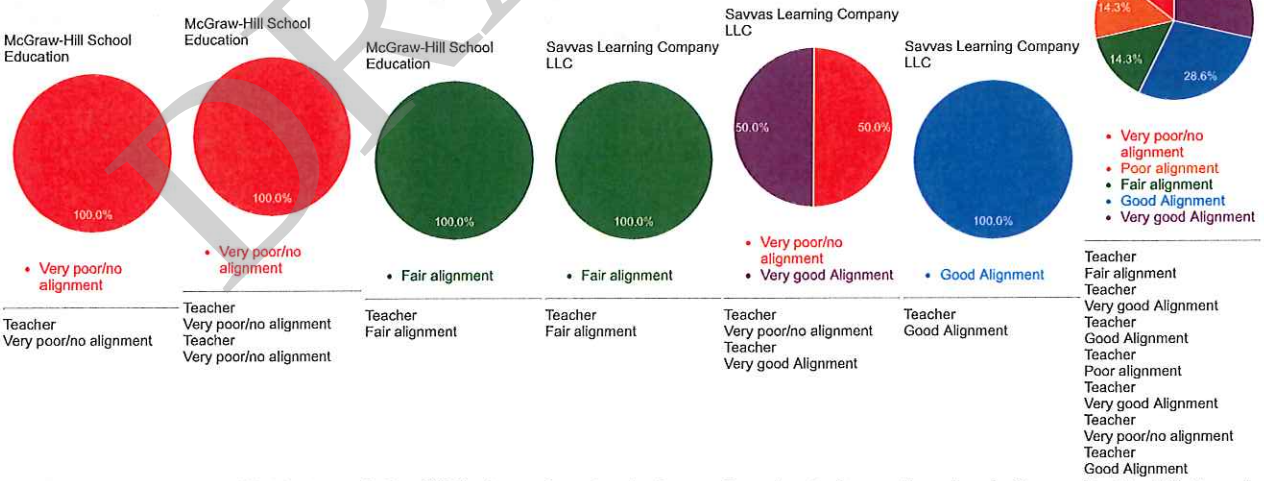
1. DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION)

a. Materials provide lessons to support the teacher with planning for differentiated instruction (includes suggested language, questions, pacing, scaffolding strategies, etc.).



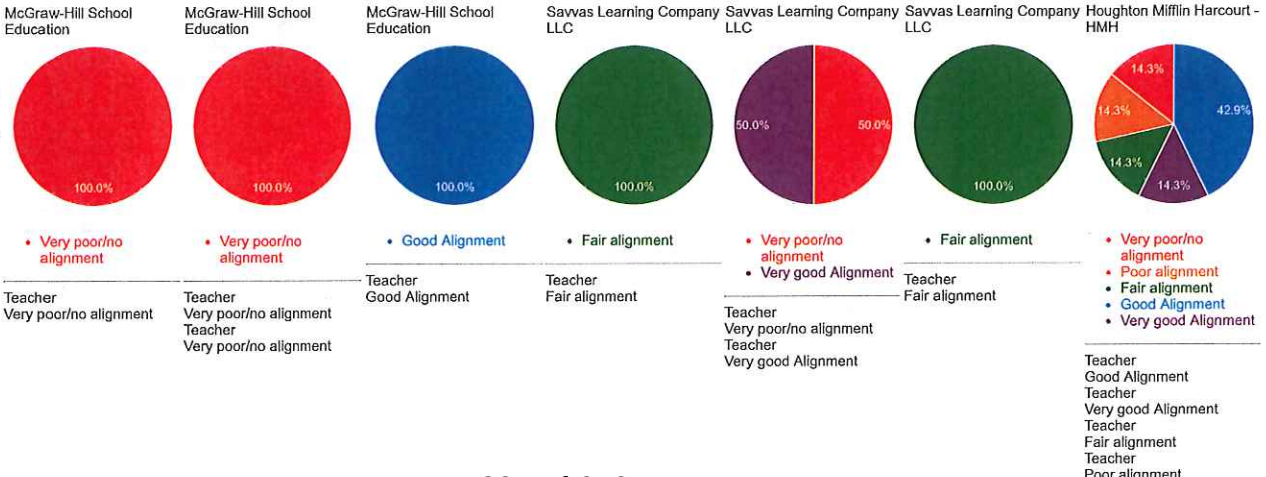
2. DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION)

b. Questions and tasks support the development of academic language and content-based vocabulary.



3. DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION)

c. Materials are flexible enough that teachers can use their own student data to make instructional decisions.

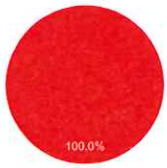


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4. DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION)

d. Language supports/scaffolds are aligned to academic tasks and address the four domains of language.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Fair alignment

Teacher
Fair alignment

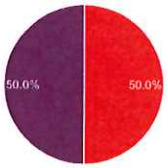
Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Very good Alignment

Teacher
Very poor/no alignment
Teacher
Very good Alignment

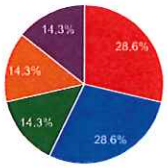
Savvas Learning Company LLC



• Fair alignment

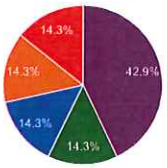
Teacher
Fair alignment

Good Alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment
Houghton Mifflin Harcourt - HMH



• Very poor/no alignment
• Poor alignment
• Fair alignment
• Good Alignment
• Very good Alignment

Teacher
Very poor/no alignment
Teacher
Good Alignment
Teacher
Fair alignment
Teacher
Poor alignment
Teacher
Very good Alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment
Houghton Mifflin Harcourt - HMH



5. DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION)

e. Texts include a variety of genres and culturally relevant text types.

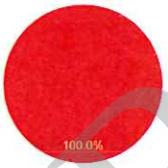
McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Fair alignment

Teacher
Fair alignment

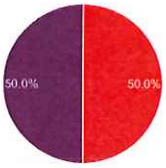
Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Very good Alignment

Teacher
Very poor/no alignment
Teacher
Very good Alignment

Savvas Learning Company LLC



• Poor alignment

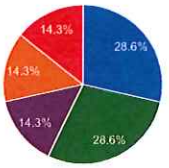
Teacher
Poor alignment

• Very poor/no alignment
• Poor alignment
• Fair alignment
• Good Alignment
• Very good Alignment

Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Good Alignment
Teacher
Poor alignment
Teacher
Very good Alignment

This is if receiving small group materials.

Teacher
Very poor/no alignment
Teacher
Very good Alignment
Houghton Mifflin Harcourt - HMH



6. DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION)

f. Materials provide multiple means of representation including but not limited to pictures, graphs, videos, graphic organizers, hands-on/kinesthetic activities, etc.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Good Alignment

Teacher
Good Alignment

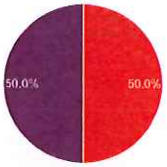
Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Very good Alignment

Teacher
Very poor/no alignment
Teacher
Very good Alignment

Savvas Learning Company LLC



• Good Alignment

Teacher
Good Alignment

• Very poor/no alignment
• Poor alignment
• Fair alignment
• Good Alignment
• Very good Alignment

Teacher
Good Alignment
Teacher
Very good Alignment
Teacher
Fair alignment
Teacher
Poor alignment
Teacher
Fair alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

7. McGraw-Hill School Education | McGraw-Hill School Education | McGraw-Hill School Education | Savvas Learning Company LLC | Savvas Learning Company LLC | Savvas Learning Company LLC | Houghton Mifflin Harcourt - HMH

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DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION)

g. Lessons and materials are available for differentiating instruction for students who are having difficulty or need enrichment.



• Very poor/no alignment

Teacher
Very poor/no alignment



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment



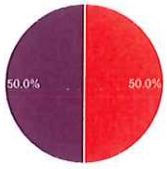
• Fair alignment

Teacher
Fair alignment



• Fair alignment

Teacher
Fair alignment



• Very poor/no alignment
• Very good Alignment

Teacher
Very poor/no alignment
Teacher
Very good Alignment



• Fair alignment

Teacher
Fair alignment



• Very poor/no alignment
• Poor alignment
• Fair alignment
• Good Alignment
• Very good Alignment

Teacher
Good Alignment
Teacher
Very good Alignment
Teacher
Fair alignment
Teacher
Poor alignment
Teacher
Fair alignment

If given resources.

Teacher
Very poor/no alignment
Teacher
Good Alignment

Houghton Mifflin Harcourt - HMH

8.

ELL Instructional Support

a. Multilingual, culturally relevant resources are available in various languages, in print or digital format (at minimum in Spanish, Haitian-Creole, and Portuguese).

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Good Alignment

Teacher
Good Alignment

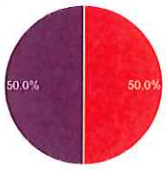
Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Very good Alignment

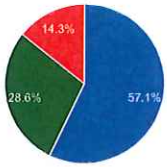
Teacher
Very poor/no alignment
Teacher
Very good Alignment

Savvas Learning Company LLC



• Good Alignment

Teacher
Good Alignment



• Very poor/no alignment
• Fair alignment
• Good Alignment

Teacher
Good Alignment
Teacher
Good Alignment
Teacher
Good Alignment
Teacher
Fair alignment
Teacher
Fair alignment

Materials is Spanish, but no other.

Teacher
Very poor/no alignment
Teacher
Good Alignment

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9.

ELL Instructional Support

b. Materials provide multiple opportunities for extended academic discourse (oral and written) through richly developed diverse text-dependent and text-specific questions.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

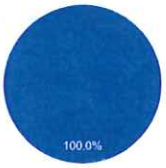
McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Good Alignment

Teacher
Good Alignment

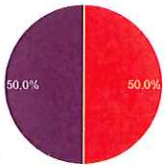
Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Very good Alignment

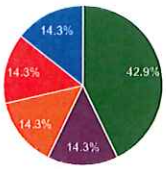
Teacher
Very poor/no alignment
Teacher
Very good Alignment

Savvas Learning Company LLC



• Good Alignment

Teacher
Good Alignment



• Very poor/no alignment
• Poor alignment
• Fair alignment
• Good Alignment
• Very good Alignment

Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Fair alignment
Teacher
Fair alignment
Teacher
Poor alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

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10.

ELL Instructional Support

c. Lessons specify the necessary academic language and vocabulary to master the concepts without sacrificing the grade-level content, the

McGraw-Hill School Education

McGraw-Hill School Education

McGraw-Hill School Education

Savvas Learning Company LLC

Savvas Learning Company LLC

Savvas Learning Company LLC

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rigor, or the home language.



• Very poor/no alignment

Teacher
Very poor/no alignment



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment



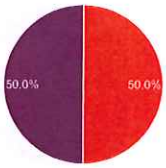
• Good Alignment

Teacher
Good Alignment



• Fair alignment

Teacher
Fair alignment



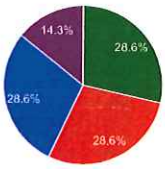
• Very poor/no alignment
• Very good Alignment

Teacher
Very poor/no alignment
Teacher
Very good Alignment



• Good Alignment

Teacher
Good Alignment



• Very poor/no alignment
• Fair alignment
• Good Alignment
• Very good Alignment

Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Very poor/no alignment
Teacher
Fair alignment
Teacher
Good Alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

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11.

ELL Instructional Support

d. Materials specify the language demands and challenges students may encounter at different levels of standard English language proficiency and opportunities for teachers to address those challenges along the progression of language acquisition. (preferably at the lesson level)

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

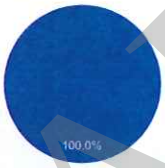
McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Good Alignment

Teacher
Good Alignment

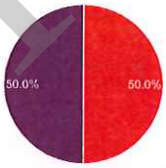
Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Very good Alignment

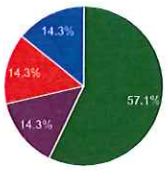
Teacher
Very poor/no alignment
Teacher
Very good Alignment

Savvas Learning Company LLC



• Good Alignment

Teacher
Good Alignment



• Very poor/no alignment
• Fair alignment
• Good Alignment
• Very good Alignment

Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Fair alignment
Teacher
Fair alignment
Teacher
Fair alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

Houghton Mifflin Harcourt - HMH

12.

ELL Instructional Support

e. All student, teacher, and support materials are cognizant of non-translated words from students' Native languages and make an effort to preserve their origin and meaning.

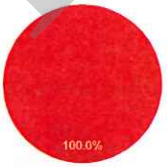
McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Good Alignment

Teacher
Good Alignment

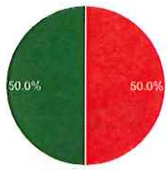
Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Fair alignment

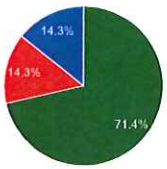
Teacher
Very poor/no alignment
Teacher
Fair alignment

Savvas Learning Company LLC



• Good Alignment

Teacher
Good Alignment



• Very poor/no alignment
• Fair alignment
• Good Alignment

Teacher
Fair alignment
Teacher
Fair alignment
Teacher
Fair alignment
Teacher
Fair alignment
Teacher
Fair alignment
Teacher
Fair alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

Houghton Mifflin Harcourt - HMH

13.

ELL Instructional Support

f. Differentiation and support are provided for supporting English Learners, students who are having difficulty, and those who need acceleration. Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g. alternate teaching approaches, pacing,

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Good Alignment

Teacher
Good Alignment

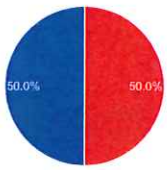
Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Good Alignment

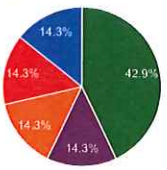
Teacher

Savvas Learning Company LLC



• Good Alignment

Teacher
Good Alignment



• Very poor/no alignment
• Poor alignment
• Fair alignment
• Good Alignment

Houghton Mifflin Harcourt - HMH

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instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.)

Teacher
Very poor/no alignment

Very poor/no alignment
Teacher
Good Alignment

• Very good Alignment

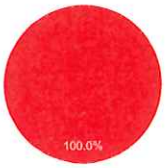
Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Fair alignment
Teacher
Fair alignment
Teacher
Poor alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

14.

ESE Instructional Support

a. Aligned modified standards (Florida Access Points) are identified in teacher resource materials and lesson plans at point of use (in print or digital format).

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Fair alignment

Teacher
Very poor/no alignment
Teacher
Fair alignment

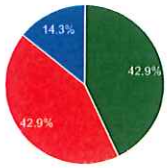
Savvas Learning Company LLC



• Poor alignment

Teacher
Poor alignment

Houghton Mifflin Harcourt - HMH



• Very poor/no alignment
• Fair alignment
• Good Alignment

Teacher
Fair alignment
Teacher
Very poor/no alignment
Teacher
Fair alignment
Teacher
Fair alignment
Teacher
Very poor/no alignment

Florida Access points?

15.

ESE Instructional Support

b. Instructional strategies, materials, and resources for teachers of gifted students are provided.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Fair alignment

Teacher
Fair alignment

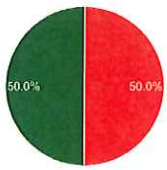
Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Fair alignment

Teacher
Very poor/no alignment
Teacher
Fair alignment

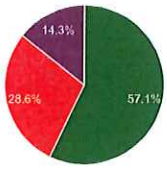
Savvas Learning Company LLC



• Poor alignment

Teacher
Poor alignment

Houghton Mifflin Harcourt - HMH



• Very poor/no alignment
• Fair alignment
• Very good Alignment

Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Fair alignment
Teacher
Fair alignment
Teacher
Very poor/no alignment
Teacher
Very poor/no alignment
Teacher
Fair alignment

16.

ESE Instructional Support

c. Materials, resources, and ancillary materials provide support for language comprehension (support for clearly defining critical vocabulary including photos, images, symbolic representation, teaches vocabulary in ways that promote connection to learners and prior knowledge, etc.).

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Good Alignment

Teacher
Good Alignment

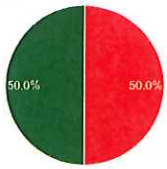
Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Fair alignment

Teacher
Very poor/no alignment
Teacher
Fair alignment

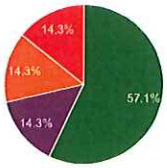
Savvas Learning Company LLC



• Poor alignment

Teacher
Poor alignment

Houghton Mifflin Harcourt - HMH



• Very poor/no alignment
• Poor alignment
• Fair alignment
• Very good Alignment

Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Poor alignment
Teacher
Fair alignment
Teacher
Fair alignment
Teacher
Very poor/no alignment
Teacher

DRAFT

17.

ESE Instructional Support

d. Materials, resources, and ancillary materials address the needs of learners through a variety of scaffolding methods that can be gradually released.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Fair alignment

Teacher
Fair alignment

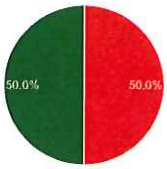
Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Fair alignment

Teacher
Very poor/no alignment
Teacher
Fair alignment

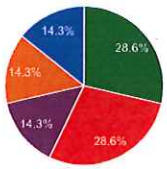
Savvas Learning Company LLC



• Poor alignment

Teacher
Poor alignment

Houghton Mifflin Harcourt - HMH



• Very poor/no alignment
• Poor alignment
• Fair alignment
• Good Alignment
• Very good Alignment

Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Poor alignment
Teacher
Fair alignment
Teacher
Very poor/no alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

18.

ESE Instructional Support

e. Materials and resources include explicit, systematic, and multisensory reading instruction in phonological awareness and phonics instruction for students who continue to struggle with foundational skills in grades K to 5.

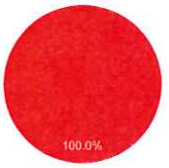
McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Good Alignment

Teacher
Good Alignment

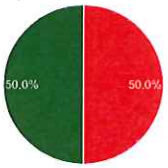
Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Fair alignment

Teacher
Very poor/no alignment
Teacher
Fair alignment

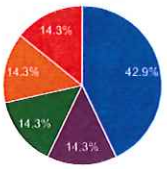
Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

Houghton Mifflin Harcourt - HMH



• Very poor/no alignment
• Poor alignment
• Fair alignment
• Good Alignment
• Very good Alignment

Teacher
Good Alignment
Teacher
Very good Alignment
Teacher
Fair alignment
Teacher
Poor alignment
Teacher
Good Alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

19.

Cultural Awareness Instructional Support

a. Materials and resources are rich in cultural diversity and relatable to students of various backgrounds. Materials use multiple and diverse examples that do not marginalize students. The examples speak across gender, cultures, socioeconomic status, age, and religion.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Fair alignment

Teacher
Fair alignment

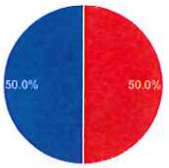
Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

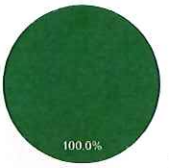
Savvas Learning Company LLC



• Very poor/no alignment
• Good Alignment

Teacher
Very poor/no alignment
Teacher
Good Alignment

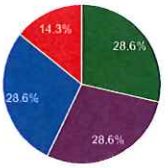
Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

Houghton Mifflin Harcourt - HMH



• Very poor/no alignment
• Fair alignment
• Good Alignment
• Very good Alignment

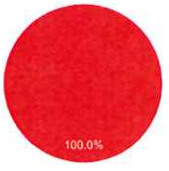
Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Good Alignment
Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

20.

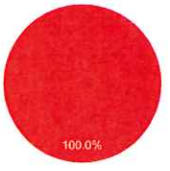
Cultural Awareness Instructional Support

b. Instructional materials and resources should specifically include a variety of culturally relevant teaching strategies to support the learning of

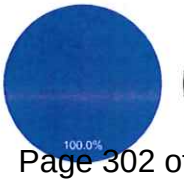
McGraw-Hill School Education



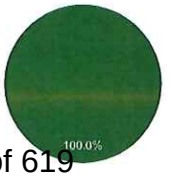
McGraw-Hill School Education



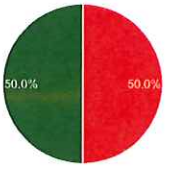
McGraw-Hill School Education



Savvas Learning Company LLC



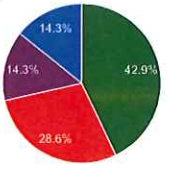
Savvas Learning Company LLC



Savvas Learning Company LLC



Houghton Mifflin Harcourt - HMH



DRAFT

African/Hispanic/Latino descent students.

• Very poor/no alignment

Teacher
Very poor/no alignment

• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

• Good Alignment

Teacher
Good Alignment

• Fair alignment

Teacher
Fair alignment

• Very poor/no alignment
• Fair alignment

Teacher
Very poor/no alignment
Teacher
Fair alignment

• Fair alignment

Teacher
Fair alignment

• Very poor/no alignment
• Fair alignment
• Good Alignment
• Very good Alignment

Teacher
Very poor/no alignment
Teacher
Very good Alignment
Teacher
Fair alignment
Teacher
Fair alignment
Teacher
Fair alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

21.

Cultural Awareness Instructional Support

c. Materials and resources should include texts written by and about people of African/Hispanic/Latino descent, and be free from racial, linguistic, and gender stereotypes. Content intentionally includes authors of diverse backgrounds and discusses contributions made by historically underrepresented groups.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Good Alignment

Teacher
Good Alignment

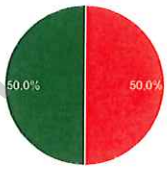
Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Fair alignment

Teacher
Very poor/no alignment
Teacher
Fair alignment

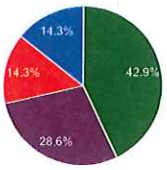
Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

Houghton Mifflin Harcourt - HMH



• Very poor/no alignment
• Fair alignment
• Good Alignment
• Very good Alignment

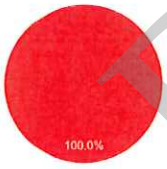
Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Fair alignment
Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

22.

Cultural Awareness Instructional Support

d. Culturally infused resources support the teacher with opportunities to engage and motivate a diversity of ideas and perspectives amongst diverse student populations, through active learning and collaboration, taking into consideration language proficiency levels.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Good Alignment

Teacher
Good Alignment

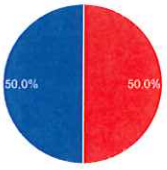
Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Good Alignment

Teacher
Very poor/no alignment
Teacher
Good Alignment

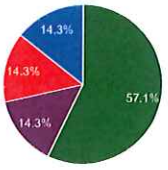
Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

Houghton Mifflin Harcourt - HMH



• Very poor/no alignment
• Fair alignment
• Good Alignment
• Very good Alignment

Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Fair alignment
Teacher
Fair alignment
Teacher
Fair alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

23.

Cultural Awareness Instructional Support

e. All materials use intentional inclusive language and do not include stereotypes or value judgments concerning gender, race, ethnicity, or ability.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Good Alignment

Teacher
Good Alignment

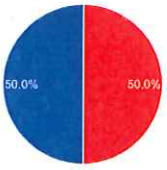
Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Good Alignment

Teacher
Very poor/no alignment
Teacher
Good Alignment

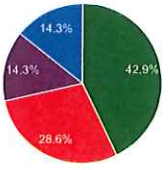
Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

Houghton Mifflin Harcourt - HMH



• Very poor/no alignment
• Fair alignment
• Good Alignment
• Very good Alignment

Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Very poor/no alignment
Teacher
Fair alignment
Teacher
Fair alignment

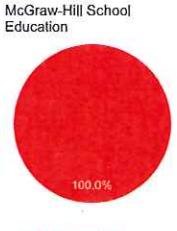
DRAFT

24. Cultural Awareness Instructional Support

f. The voices of people from different cultures,genders, sexualities, and with differing abilities are heard and not just spoken about by others.



Teacher
Very poor/no alignment



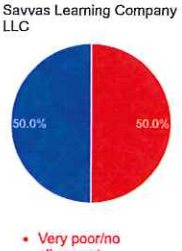
Teacher
Very poor/no alignment
Teacher
Very poor/no alignment



Teacher
Good Alignment



Teacher
Fair alignment



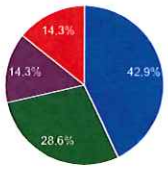
Teacher
Very poor/no alignment
Teacher
Good Alignment



Teacher
Fair alignment

No time to read each story.

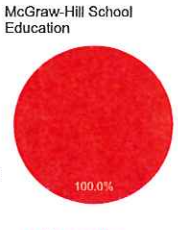
Teacher
Very poor/no alignment
Teacher
Good Alignment



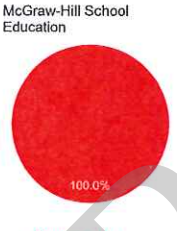
Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Good Alignment
Teacher
Fair alignment
Teacher
Good Alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

25. Cultural Awareness Instructional Support

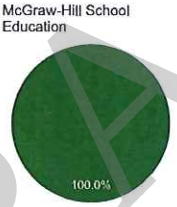
g. The discussion portions of the curriculum encourage students to bring their worlds and experiences to bear on the discussions at hand.



Teacher
Very poor/no alignment



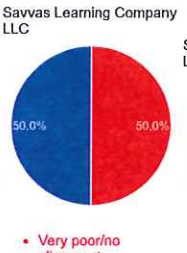
Teacher
Very poor/no alignment
Teacher
Very poor/no alignment



Teacher
Fair alignment



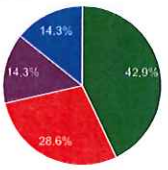
Teacher
Fair alignment



Teacher
Very poor/no alignment
Teacher
Good Alignment



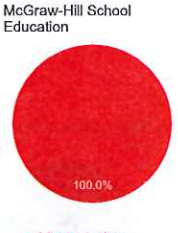
Teacher
Fair alignment



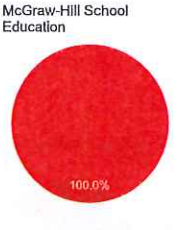
Teacher
Very poor/no alignment
Teacher
Very good Alignment
Teacher
Fair alignment
Teacher
Fair alignment
Teacher
Fair alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

26. Social Emotional Learning (SEL) Instructional Support

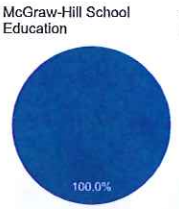
a. Lessons infuse Casel's Social Emotional Learning competencies (Self Awareness, Social Awareness, Responsible Decision Making, Self-Management, and Relationship Skills).



Teacher
Very poor/no alignment



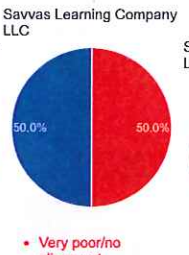
Teacher
Very poor/no alignment
Teacher
Very poor/no alignment



Teacher
Good Alignment



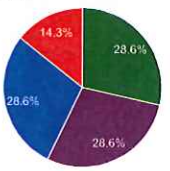
Teacher
Good Alignment



Teacher
Very poor/no alignment
Teacher
Good Alignment



Teacher
Fair alignment



Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Good Alignment
Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

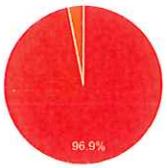
5. High Quality Instruction and Assessment: Unit Design, Text Sets, Questions, and Tasks

McGraw-Hill School Education | McGraw-Hill School Education | McGraw-Hill School Education | Savvas Learning Company LLC | Savvas Learning Company LLC | Savvas Learning Company LLC | Houghton Mifflin Harcourt - HMH

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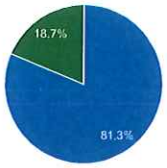
- Very poor/no alignment



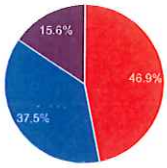
- Very poor/no alignment
- Poor alignment



- Very poor/no alignment



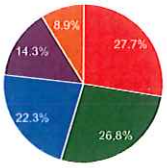
- Fair alignment
- Good Alignment



- Very poor/no alignment
- Good Alignment
- Very good Alignment



- Very poor/no alignment



- Very poor/no alignment
- Poor alignment
- Fair alignment
- Good Alignment
- Very good Alignment

1.

Units and lessons are designed to build around topics and/or enduring understandings and allow for multiple and varied opportunities to engage in texts including lessons that infuse opportunities to enhance instruction with technology, keeping in mind the digital divide. Materials support the teacher with ways to check for understanding.

McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment

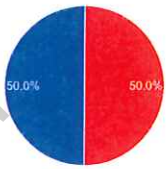
Savvas Learning Company LLC



- Good Alignment

Teacher
Good Alignment

Savvas Learning Company LLC



- Very poor/no alignment
- Good Alignment

Teacher
Very poor/no alignment
Teacher
Good Alignment

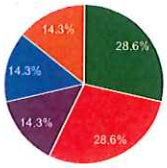
Savvas Learning Company LLC



- Very poor/no alignment

Teacher
Very poor/no alignment

Houghton Mifflin Harcourt - HMH



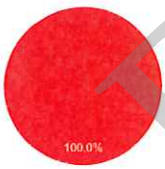
- Very poor/no alignment
- Poor alignment
- Fair alignment
- Good Alignment
- Very good Alignment

Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Good Alignment
Teacher
Very poor/no alignment
Teacher
Poor alignment
Teacher
Very poor/no alignment
Teacher
Fair alignment

2.

Most units and lessons are designed to build student knowledge of the text(s) and topic through integration of the standards but not through exclusive or isolated focus on skills or individual standards (through drawing, dictating, writing, speaking or a combination, as appropriate).

McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment

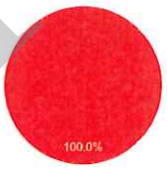
McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment

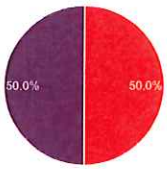
Savvas Learning Company LLC



- Good Alignment

Teacher
Good Alignment

Savvas Learning Company LLC



- Very poor/no alignment
- Very good Alignment

Teacher
Very poor/no alignment
Teacher
Very good Alignment

Savvas Learning Company LLC



- Very poor/no alignment

Teacher
Very poor/no alignment

Houghton Mifflin Harcourt - HMH



- Very poor/no alignment
- Poor alignment
- Fair alignment
- Good Alignment
- Very good Alignment

Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Good Alignment
Teacher
Very poor/no alignment
Teacher
Poor alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

3.

Materials provide frequent opportunities and protocols for evidence-based discussions (small group, peer-to-peer, whole class) that encourage the modeling and use of academic vocabulary and syntax.

McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment

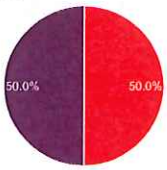
Savvas Learning Company LLC



- Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



- Very poor/no alignment
- Very good Alignment

Teacher
Very poor/no alignment
Teacher
Very good Alignment

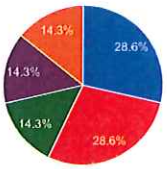
Savvas Learning Company LLC



- Very poor/no alignment

Teacher
Very poor/no alignment

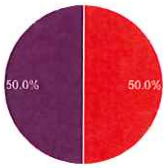
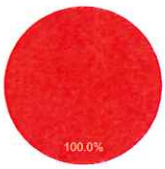
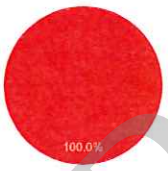
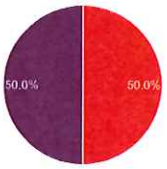
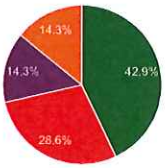
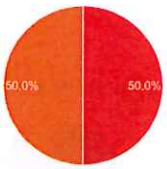
Houghton Mifflin Harcourt - HMH



- Very poor/no alignment
- Poor alignment
- Fair alignment
- Good Alignment
- Very good Alignment

Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Good Alignment
Teacher
Very poor/no alignment

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4.	Materials support students' listening and speaking about what they are reading (or listening to through read alouds) and researching (shared projects) with relevant follow-up questions and supports. Materials support the teacher with ways to check for understanding.	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	Savvas Learning Company LLC  • Good Alignment Teacher Good Alignment	Savvas Learning Company LLC  • Very poor/no alignment • Very good Alignment Teacher Very poor/no alignment Teacher Very good Alignment	Savvas Learning Company LLC  • Very poor/no alignment Teacher Very poor/no alignment	Houghton Mifflin Harcourt - HMH  • Very poor/no alignment • Poor alignment • Fair alignment • Good Alignment • Very good Alignment Teacher Fair alignment Teacher Very good Alignment Teacher Poor alignment Teacher Very poor/no alignment Teacher Poor alignment Teacher Very poor/no alignment Teacher Good Alignment
5.	Materials include explicit instruction of the grammar and conventions/language standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	Savvas Learning Company LLC  • Good Alignment Teacher Good Alignment	Savvas Learning Company LLC  • Very poor/no alignment • Very good Alignment Teacher Very poor/no alignment Teacher Very good Alignment	Savvas Learning Company LLC  • Very poor/no alignment Teacher Very poor/no alignment	Houghton Mifflin Harcourt - HMH  • Very poor/no alignment • Poor alignment • Fair alignment • Very good Alignment Teacher Fair alignment Teacher Very good Alignment Teacher Fair alignment Teacher Very poor/no alignment Teacher Poor alignment Teacher Very poor/no alignment Teacher Fair alignment
6.	Formative and Summative assessments clearly denote which standards are being emphasized, as well as interpretive guidance for teachers to monitor progress and provide interventions. There are a variety of assessments and item types, including performance tasks involving unique problem solving situations. Scoring rubrics are included, when appropriate. Assessment opportunities include multiple means of representation/modalities (Performance Tasks, Project Based Learning, Speeches, Presentations, etc.)	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment • Poor alignment Teacher Very poor/no alignment Teacher Poor alignment Assessments provided to not give a good picture of student progress.	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	Savvas Learning Company LLC  • Good Alignment Teacher Good Alignment	Savvas Learning Company LLC  • Good Alignment Teacher Good Alignment I liked the Progress Check-ups. Assessments for phonics, HFW and Comprehension. Teacher Good Alignment	Savvas Learning Company LLC  • Very poor/no alignment Teacher Very poor/no alignment	Houghton Mifflin Harcourt - HMH  • Very poor/no alignment • Poor alignment • Fair alignment • Good Alignment • Very good Alignment Teacher Fair alignment Teacher Very good Alignment Teacher Good Allgnment Teacher Very poor/no alignment Teacher Poor alignment Teacher Poor alignment The weekly quizzes are reflective of listening comprehension, not reading comprehension. Teacher Good Alignment
7.		McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH

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Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographic).



• Very poor/no alignment

Teacher
Very poor/no alignment



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment



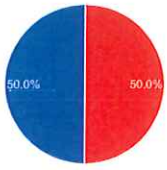
• Very poor/no alignment

Teacher
Very poor/no alignment



• Good Alignment

Teacher
Good Alignment



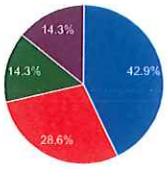
• Very poor/no alignment
• Good Alignment

Teacher
Very poor/no alignment
Teacher
Good Alignment



• Very poor/no alignment

Teacher
Very poor/no alignment



• Very poor/no alignment
• Fair alignment
• Good Alignment
• Very good Alignment

Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Good Alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

Houghton Mifflin Harcourt - HMH

8.

Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or in a language other than English, with extensive opportunities to work with grade level text and meet or exceed grade-level standards. Materials include 1/3 of the B.E.S.T. Standards Book List Correlation, and are represented in grade level instructional materials.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

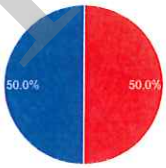
Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Good Alignment

Teacher
Very poor/no alignment
Teacher
Good Alignment

Savvas Learning Company LLC



• Very poor/no alignment

Teacher
Very poor/no alignment



• Very poor/no alignment
• Poor alignment
• Fair alignment
• Good Alignment
• Very good Alignment

Teacher
Good Alignment
Teacher
Very good Alignment
Teacher
Fair alignment
Teacher
Very poor/no alignment
Teacher
Poor alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

Houghton Mifflin Harcourt - HMH

9.

Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

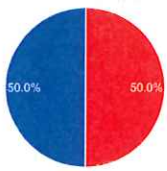
Savvas Learning Company LLC



• Good Alignment

Teacher
Good Alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Good Alignment

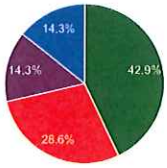
Teacher
Very poor/no alignment
Teacher
Good Alignment

Savvas Learning Company LLC



• Very poor/no alignment

Teacher
Very poor/no alignment



• Very poor/no alignment
• Fair alignment
• Good Alignment
• Very good Alignment

Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Fair alignment
Teacher
Very poor/no alignment
Teacher
Fair alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

Houghton Mifflin Harcourt - HMH

10.

Materials include regular opportunities for writing which is text-based to support recall of information, opinions with reasons, and relevant information appropriate for the grade level. Resources provide a variety of engagement strategies (cooperative learning structures, turn and talk, collaborative

McGraw-Hill School Education



• Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

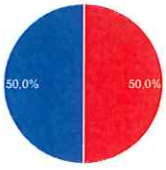
Savvas Learning Company LLC



• Good Alignment

Teacher

Savvas Learning Company LLC



• Very poor/no alignment
• Good Alignment

Savvas Learning Company LLC



• Very poor/no alignment

Houghton Mifflin Harcourt - HMH



• Very poor/no alignment
• Poor alignment

DRAFT

learning opportunities, etc.).

Teacher
Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

Teacher
Very poor/no alignment

Good Alignment

Teacher
Very poor/no alignment
Teacher
Good Alignment

Teacher
Very poor/no alignment

- Fair alignment
- Good Alignment
- Very good Alignment

Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Good Alignment
Teacher
Very poor/no alignment
Teacher
Poor alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

11. Materials include a balance of literacy content, with 50% literary text and 50% informational text.

McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment

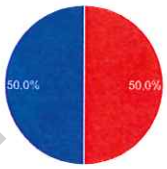
Savvas Learning Company LLC



- Good Alignment

Teacher
Good Alignment

Savvas Learning Company LLC



- Very poor/no alignment
- Good Alignment

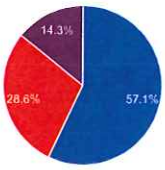
Teacher
Very poor/no alignment
Teacher
Good Alignment

Savvas Learning Company LLC



- Very poor/no alignment

Teacher
Very poor/no alignment



- Very poor/no alignment
- Good Alignment
- Very good Alignment

Teacher
Good Alignment
Teacher
Very good Alignment
Teacher
Good Alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

Houghton Mifflin Harcourt - HMH

12. Lessons include instructional routines/scripts.

McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment

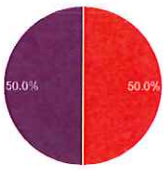
Savvas Learning Company LLC



- Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



- Very poor/no alignment
- Very good Alignment

Teacher
Very poor/no alignment
Teacher
Very good Alignment

Savvas Learning Company LLC



- Very poor/no alignment

Teacher
Very poor/no alignment



- Very poor/no alignment
- Fair alignment
- Good Alignment
- Very good Alignment

Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Fair alignment
Teacher
Very poor/no alignment
Teacher
Fair alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

Houghton Mifflin Harcourt - HMH

13. Routines include language for the teacher to introduce, define, or explain new skills through demonstration and modeling before students are asked to perform skills.

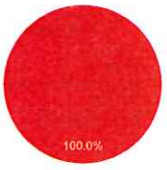
McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment

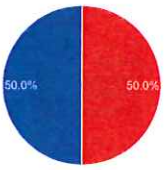
Savvas Learning Company LLC



- Good Alignment

Teacher
Good Alignment

Savvas Learning Company LLC



- Very poor/no alignment
- Good Alignment

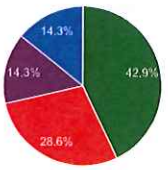
Teacher
Very poor/no alignment
Teacher
Good Alignment

Savvas Learning Company LLC



- Very poor/no alignment

Teacher
Very poor/no alignment



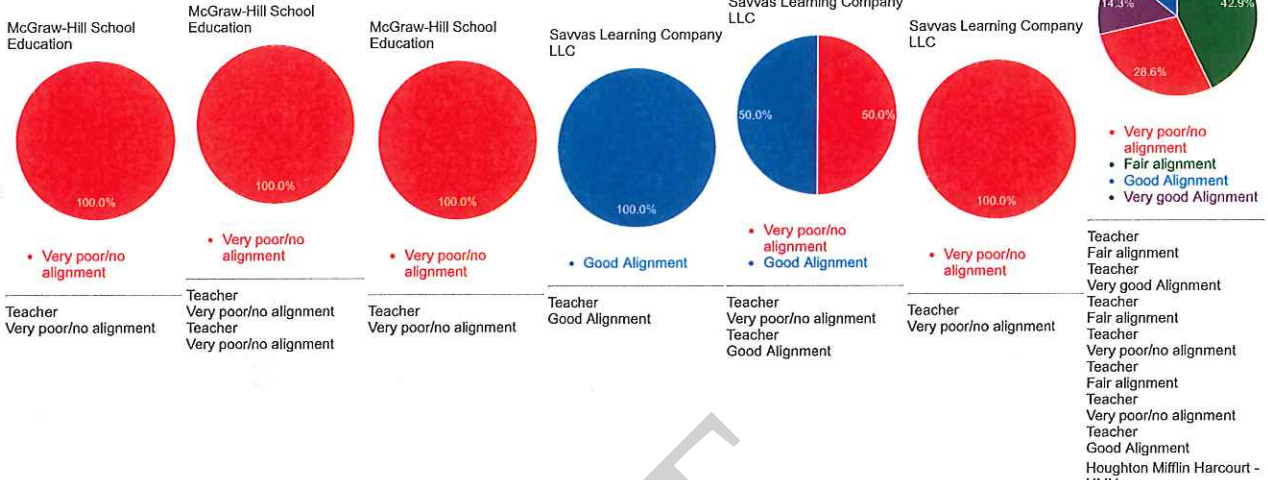
- Very poor/no alignment
- Fair alignment
- Good Alignment
- Very good Alignment

Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Fair alignment
Teacher
Very poor/no alignment
Teacher
Fair alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

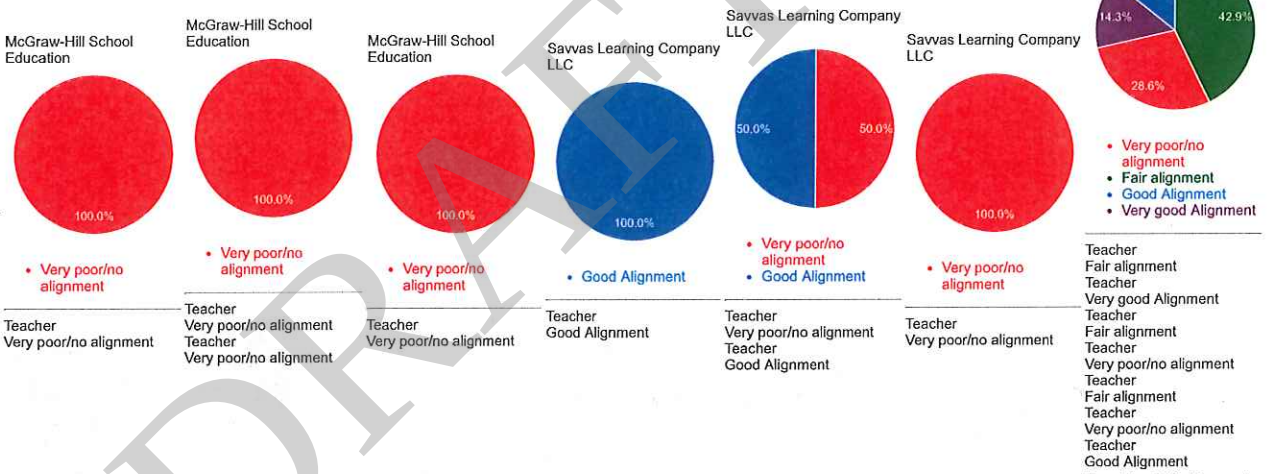
Houghton Mifflin Harcourt - HMH

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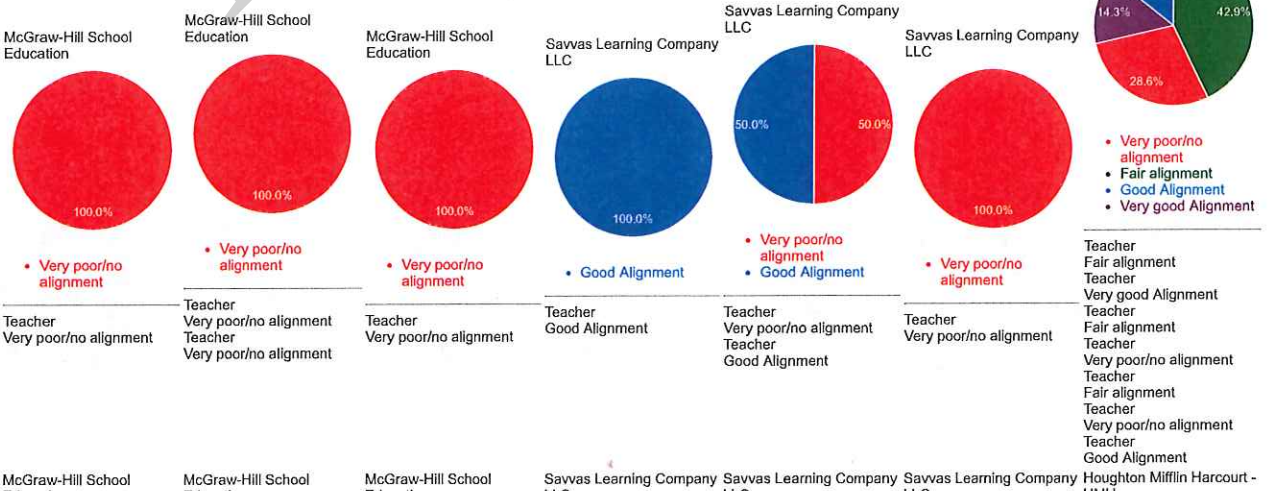
14. Materials include a culminating review based on standards mastery.



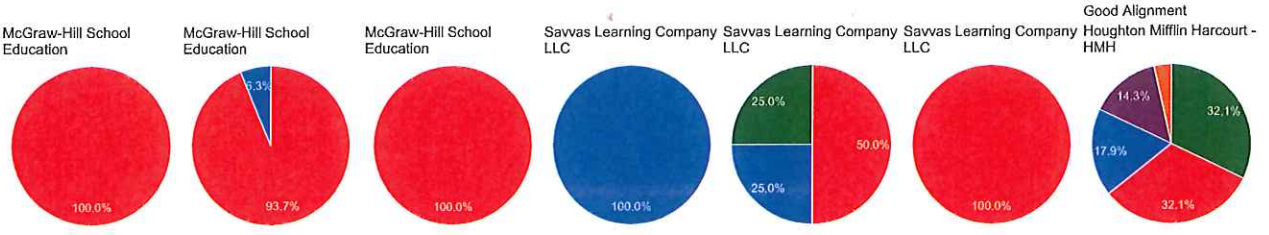
15. There are multiple opportunities for students to practice new skills with instruction for the teacher to give immediate corrective feedback.



16. The content is written to the correct skill level of the standards and benchmarks in the course.



6. Digital Platform



DRAFT

• Very poor/no alignment

• Very poor/no alignment
• Good Alignment

• Very poor/no alignment

• Very poor/no alignment
• Fair alignment
• Good Alignment

• Very poor/no alignment

• Very poor/no alignment
• Poor alignment
• Fair alignment
• Good Alignment
• Very good Alignment

1. The digital materials are well-designed with a user-friendly layout and organization that takes into account effective lesson structure and pacing.

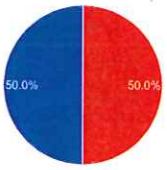
McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment
• Good Alignment

Teacher
Very poor/no alignment
Teacher
Good Alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

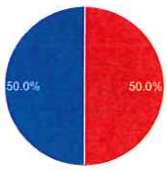
Savvas Learning Company LLC



• Good Alignment

Teacher
Good Alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Good Alignment

Teacher
Very poor/no alignment
Teacher
Good Alignment

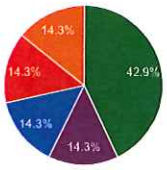
Savvas Learning Company LLC



• Very poor/no alignment

Teacher
Very poor/no alignment

Houghton Mifflin Harcourt - HMH



• Very poor/no alignment
• Poor alignment
• Fair alignment
• Good Alignment
• Very good Alignment

Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Good Alignment
Teacher
Very poor/no alignment
Teacher
Fair alignment

Not able to view digital platform

Teacher
Poor alignment
Teacher
Fair alignment

2. The digital student resources include ample review and practice resources, clear directions, and explanation beyond the print version.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

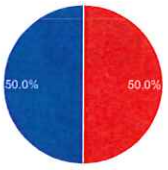
Savvas Learning Company LLC



• Good Alignment

Teacher
Good Alignment

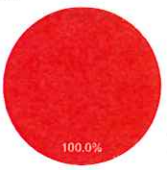
Savvas Learning Company LLC



• Very poor/no alignment
• Good Alignment

Teacher
Very poor/no alignment
Teacher
Good Alignment

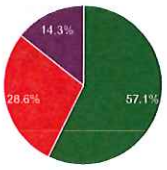
Savvas Learning Company LLC



• Very poor/no alignment

Teacher
Very poor/no alignment

Houghton Mifflin Harcourt - HMH



• Very poor/no alignment
• Fair alignment
• Very good Alignment

Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Fair alignment
Teacher
Very poor/no alignment
Teacher
Fair alignment

No access

Teacher
Very poor/no alignment
Teacher
Fair alignment

3. The digital materials contain teacher's edition with ample and useful annotations and suggestions on how to present the content to students on a digital platform by embedding technology to support and enhance student learning.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

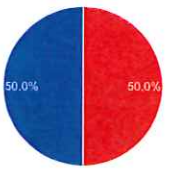
Savvas Learning Company LLC



• Good Alignment

Teacher
Good Alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Good Alignment

Teacher
Very poor/no alignment
Teacher
Good Alignment

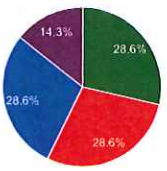
Savvas Learning Company LLC



• Very poor/no alignment

Teacher
Very poor/no alignment

Houghton Mifflin Harcourt - HMH

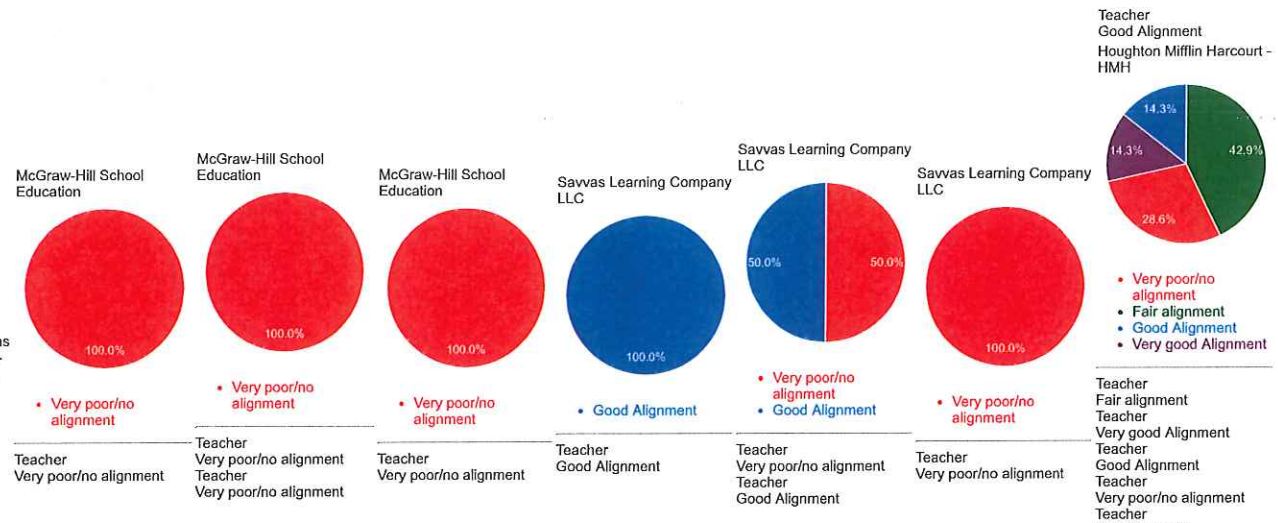


• Very poor/no alignment
• Fair alignment
• Good Alignment
• Very good Alignment

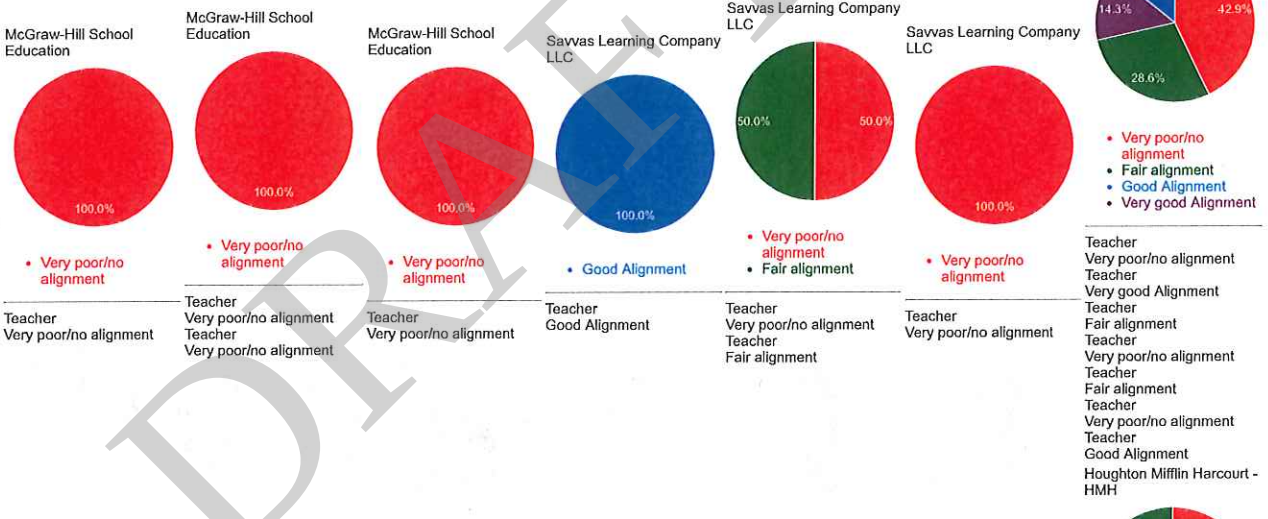
Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Fair alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment
Teacher
Very poor/no alignment

DRAFT

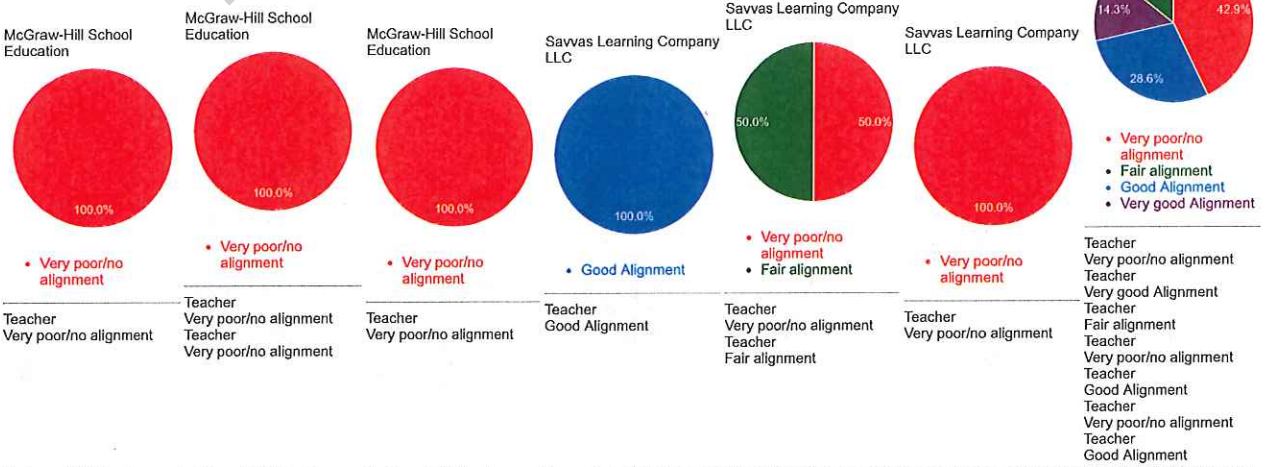
4. The digital materials contain built-in differentiation and scaffold supports such as annotation tools, text-to-speech, speech-to-text, etc.



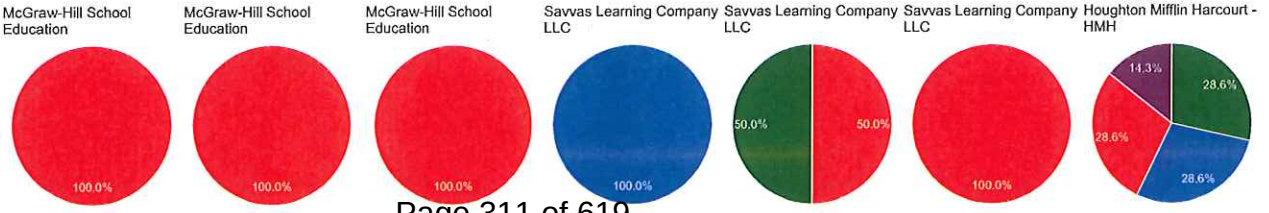
5. The digital materials contain a teacher's edition that contains full, adult-level explanations on how to substitute, augment, modify, and redefine (SAMR) content on a digital platform to support and enhance student learning.



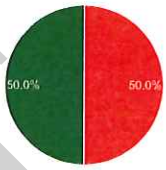
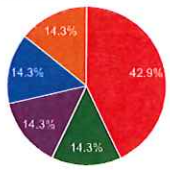
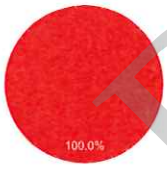
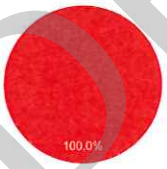
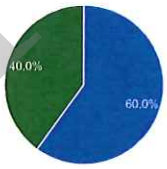
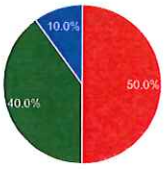
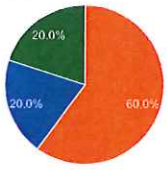
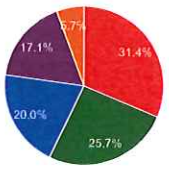
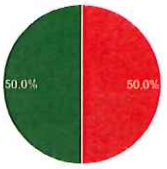
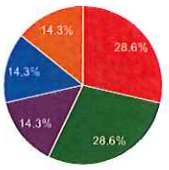
6. The digital materials include publisher-produced alignment documentation of the B.E.S.T. Standards addressed by specific questions, tasks, and assessment items.



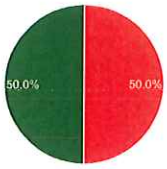
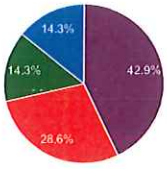
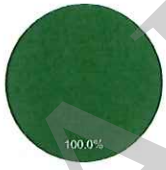
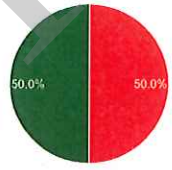
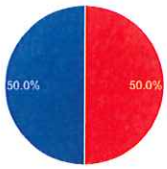
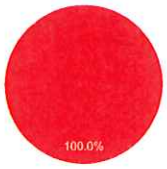
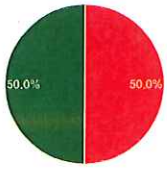
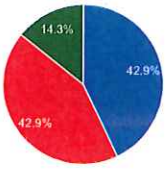
7. The digital materials contain a teacher's edition with built in professional development and/or online support for teacher content and pedagogy growth and development.



DRAFT

	• Very poor/no alignment Teacher Very poor/no alignment	• Very poor/no alignment Teacher Very poor/no alignment Teacher Very poor/no alignment	• Very poor/no alignment Teacher Very poor/no alignment	• Good Alignment Teacher Good Alignment	• Very poor/no alignment • Fair alignment Teacher Very poor/no alignment Teacher Fair alignment	• Very poor/no alignment Teacher Very poor/no alignment	• Very poor/no alignment • Fair alignment • Good Alignment • Very good Alignment Teacher Fair alignment Teacher Very good Alignment Teacher Good Alignment Teacher Very poor/no alignment Teacher Good Alignment Teacher Very poor/no alignment Teacher Fair alignment
8. The digital materials contain strategies for informing all stakeholders, including students, parents, or caregivers about the digital ELA/literacy program and suggestions for how they can help support student progress and achievement.	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	Savvas Learning Company LLC  • Good Alignment Teacher Good Alignment	Savvas Learning Company LLC  • Very poor/no alignment • Fair alignment Teacher Very poor/no alignment Teacher Fair alignment	Savvas Learning Company LLC  • Very poor/no alignment Teacher Very poor/no alignment	Houghton Mifflin Harcourt - HMH  • Very poor/no alignment • Poor alignment • Fair alignment • Good Alignment • Very good Alignment Teacher Fair alignment Teacher Very good Alignment Teacher Good Alignment Teacher Very poor/no alignment Teacher Poor alignment Nothing for parents or other stakeholders.
7. Community Resources	McGraw-Hill School Education  • Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment	McGraw-Hill School Education  • Fair alignment • Good Alignment	Savvas Learning Company LLC  • Fair alignment	Savvas Learning Company LLC  • Very poor/no alignment • Fair alignment • Good Alignment	Savvas Learning Company LLC  • Poor alignment • Fair alignment • Good Alignment	Houghton Mifflin Harcourt - HMH  • Very poor/no alignment • Poor alignment • Fair alignment • Good Alignment • Very good Alignment Teacher Very poor/no alignment Teacher Very poor/no alignment
1. Information for parents on pre-reading and other evidence-based reading strategies that promote grade-level proficient reading	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Good Alignment Teacher Good Alignment	Savvas Learning Company LLC  • Fair alignment Teacher Fair alignment	Savvas Learning Company LLC  • Very poor/no alignment • Fair alignment Teacher Very poor/no alignment Teacher Fair alignment	Savvas Learning Company LLC  • Poor alignment Teacher Poor alignment	Houghton Mifflin Harcourt - HMH  • Very poor/no alignment • Poor alignment • Fair alignment • Good Alignment • Very good Alignment Teacher Very poor/no alignment Teacher Very good Alignment Teacher Good Alignment Teacher Fair alignment Teacher Poor alignment Teacher Very poor/no alignment Teacher Fair alignment
2.	McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH

DRAFT

	Vocabulary/spelling lists at the beginning of the chapter and on line with suggested activities (e.g. spell it, use it in a sentence, etc)	 • Very poor/no alignment Teacher Very poor/no alignment	 • Very poor/no alignment Teacher Very poor/no alignment Teacher Very poor/no alignment	 • Good Alignment Teacher Good Alignment	 • Fair alignment Teacher Fair alignment	 • Very poor/no alignment • Fair alignment Teacher Very poor/no alignment Teacher Fair alignment	 • Good Alignment Teacher Good Alignment	 • Very poor/no alignment • Fair alignment • Good Alignment • Very good Alignment Teacher Fair alignment Teacher Very good Alignment Teacher Good Alignment Teacher Very poor/no alignment Teacher Very good Alignment Teacher Very poor/no alignment Teacher Very good Alignment Houghton Mifflin Harcourt - HMH
3.	Higher order question samples	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Fair alignment Teacher Fair alignment	Savvas Learning Company LLC  • Fair alignment Teacher Fair alignment	Savvas Learning Company LLC  • Very poor/no alignment • Fair alignment Teacher Very poor/no alignment Teacher Fair alignment	Savvas Learning Company LLC  • Fair alignment Teacher Fair alignment	 • Very poor/no alignment • Poor alignment • Fair alignment • Good Alignment • Very good Alignment Teacher Fair alignment Teacher Very good Alignment Teacher Fair alignment Teacher Very poor/no alignment Teacher Poor alignment Teacher Very poor/no alignment Teacher Good Alignment Houghton Mifflin Harcourt - HMH
4.	Comprehension questions	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Fair alignment Teacher Fair alignment	Savvas Learning Company LLC  • Fair alignment Teacher Fair alignment	Savvas Learning Company LLC  • Very poor/no alignment • Good Alignment Teacher Very poor/no alignment Teacher Good Alignment	Savvas Learning Company LLC  • Poor alignment Teacher Poor alignment	 • Very poor/no alignment • Fair alignment • Good Alignment • Very good Alignment Teacher Fair alignment Teacher Very good Alignment Teacher Fair alignment Not rigorous. Teacher Very poor/no alignment Teacher Fair alignment Teacher Very poor/no alignment Teacher Good Alignment Houghton Mifflin Harcourt - HMH
5.	Additional home support material	McGraw-Hill School Education 	McGraw-Hill School Education 	McGraw-Hill School Education 	Savvas Learning Company LLC 	Savvas Learning Company LLC 	Savvas Learning Company LLC 	Houghton Mifflin Harcourt - HMH 

DRAFT

DRAFT

8. Professional Development and Instructional Routines

- Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education

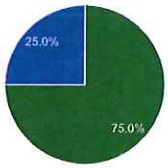


- Very poor/no alignment

- Good Alignment

Teacher
Good Alignment

McGraw-Hill School Education



- Fair alignment
- Good Alignment

- Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC

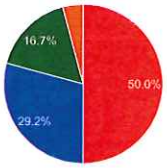


- Fair alignment

- Very poor/no alignment
- Fair alignment

Teacher
Very poor/no alignment
Teacher
Fair alignment

Savvas Learning Company LLC

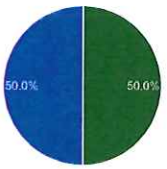


- Very poor/no alignment
- Poor alignment
- Fair alignment
- Good Alignment

- Poor alignment

Teacher
Poor alignment

Savvas Learning Company LLC



- Fair alignment
- Good Alignment

- Very poor/no alignment
- Fair alignment
- Good Alignment

Teacher
Fair alignment
Teacher
Good Alignment
Teacher
Good Alignment
Teacher
Very poor/no alignment
Teacher
Very poor/no alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

Houghton Mifflin Harcourt - HMH



- Very poor/no alignment
- Poor alignment
- Fair alignment
- Good Alignment
- Very good Alignment

1. The teacher's edition has built in professional development and/or online support for teacher content and pedagogy growth and development.

- Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

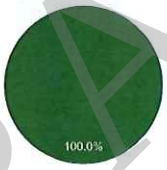
McGraw-Hill School Education



- Fair alignment

Teacher
Fair alignment

McGraw-Hill School Education



- Fair alignment

Teacher
Fair alignment

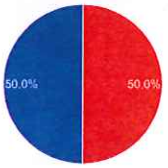
Savvas Learning Company LLC



- Very poor/no alignment
- Good Alignment

Teacher
Very poor/no alignment
Teacher
Good Alignment

Savvas Learning Company LLC



- Very poor/no alignment
- Good Alignment

- Fair alignment

Teacher
Fair alignment

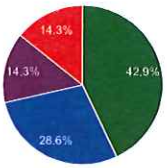
Savvas Learning Company LLC



- Fair alignment

Teacher
Fair alignment

Houghton Mifflin Harcourt - HMH



- Very poor/no alignment
- Fair alignment
- Good Alignment
- Very good Alignment

Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Fair alignment
Teacher
Fair alignment
Teacher
Good Alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

2. Professional development and coaching are available, inclusive of total cost, to support implementing the program with fidelity.

- Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



- Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



- Fair alignment

Teacher
Fair alignment

McGraw-Hill School Education



- Fair alignment

Teacher
Fair alignment

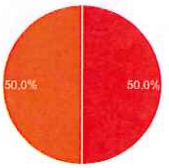
Savvas Learning Company LLC



- Very poor/no alignment
- Poor alignment

Teacher
Very poor/no alignment
Teacher
Poor alignment

Savvas Learning Company LLC



- Fair alignment

Teacher
Fair alignment

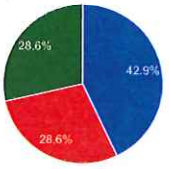
Savvas Learning Company LLC



- Very poor/no alignment
- Fair alignment
- Good Alignment

Teacher
Very poor/no alignment
Teacher
Good Alignment
Teacher
Good Alignment
Teacher
Fair alignment
Teacher
Fair alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

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3. Professional development is available as a supplement.

McGraw-Hill School Education

McGraw-Hill School Education

McGraw-Hill School Education

Savvas Learning Company LLC

Savvas Learning Company LLC

Savvas Learning Company LLC

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• Very poor/no alignment

Teacher
Very poor/no alignment



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment



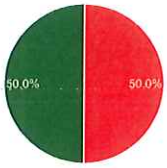
• Fair alignment

Teacher
Fair alignment



• Fair alignment

Teacher
Fair alignment



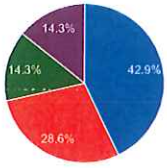
• Very poor/no alignment
• Fair alignment

Teacher
Very poor/no alignment
Teacher
Fair alignment



• Fair alignment

Teacher
Fair alignment



• Very poor/no alignment
• Fair alignment
• Good Alignment
• Very good Alignment

Teacher
Very poor/no alignment
Teacher
Good Alignment
Teacher
Good Alignment
Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

Houghton Mifflin Harcourt - HMH

4. Professional development is available for the duration of the adoption.

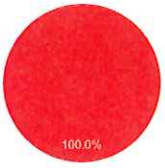
McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

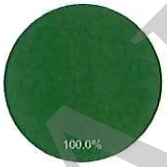
McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Fair alignment

Teacher
Fair alignment

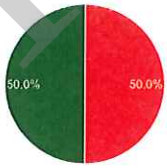
Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Fair alignment

Teacher
Very poor/no alignment
Teacher
Fair alignment

Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment



• Very poor/no alignment
• Poor alignment
• Fair alignment
• Good Alignment
• Very good Alignment

Teacher
Very poor/no alignment
Teacher
Very good Alignment
Teacher
Fair alignment
Teacher
Poor alignment
Teacher
Good Alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

Houghton Mifflin Harcourt - HMH

5. The structured lesson format includes a plan, procedure, or routine that is carried through the sequence of teaching skills.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Fair alignment

Teacher
Fair alignment

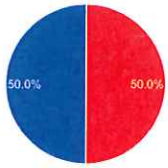
Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Good Alignment

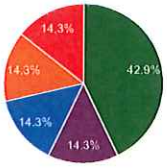
Teacher
Very poor/no alignment
Teacher
Good Alignment

Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment



• Very poor/no alignment
• Poor alignment
• Fair alignment
• Good Alignment
• Very good Alignment

Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Good Alignment
Teacher
Poor alignment
Teacher
Fair alignment
Teacher
Very poor/no alignment
Teacher
Fair alignment

Houghton Mifflin Harcourt - HMH

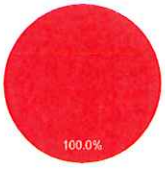
6. A clear and consistent lesson format is evident.

McGraw-Hill School Education



• Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

McGraw-Hill School Education



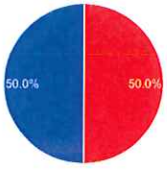
• Good Alignment

Savvas Learning Company LLC



• Fair alignment

Savvas Learning Company LLC



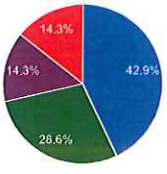
• Very poor/no alignment

Savvas Learning Company LLC



• Good Alignment

Houghton Mifflin Harcourt - HMH



• Very poor/no alignment

DRAFT

Teacher
Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

Teacher
Good Alignment

Teacher
Fair alignment

• Good Alignment

Teacher
Very poor/no alignment
Teacher
Good Alignment

Teacher
Good Alignment

• Fair alignment
• Good Alignment
• Very good Alignment

Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Good Alignment
Teacher
Fair alignment
Teacher
Good Alignment
Teacher
Very poor/no alignment
Teacher
Good Alignment

7. There is a daily schedule of lessons noting suggestions for the length of lessons and units.

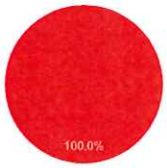
McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Good Alignment

Teacher
Good Alignment

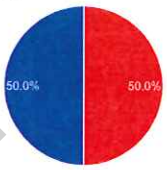
Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Good Alignment

Teacher
Very poor/no alignment
Teacher
Good Alignment

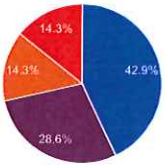
Savvas Learning Company LLC



• Good Alignment

Teacher
Good Alignment

Houghton Mifflin Harcourt - HMH

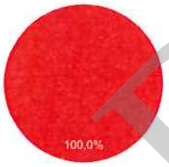


• Very poor/no alignment
• Poor alignment
• Good Alignment
• Very good Alignment

Teacher
Good Alignment
Teacher
Very good Alignment
Teacher
Good Alignment
Teacher
Poor alignment
Teacher
Good Alignment
Teacher
Very poor/no alignment
Teacher
Very good Alignment

8. Independent or group practice occurs after teacher-led instruction on the skill.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Fair alignment

Teacher
Fair alignment

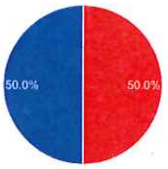
Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Good Alignment

Teacher
Very poor/no alignment
Teacher
Good Alignment

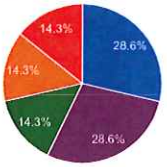
Savvas Learning Company LLC



• Good Alignment

Teacher
Good Alignment

Houghton Mifflin Harcourt - HMH



• Very poor/no alignment
• Poor alignment
• Fair alignment
• Good Alignment
• Very good Alignment

Teacher
Good Alignment
Teacher
Very good Alignment
Teacher
Good Alignment
Teacher
Fair alignment
Teacher
Poor alignment
Teacher
Very poor/no alignment
Teacher
Very good Alignment

9. Lessons include instructional routines, noting what the teacher should say, which includes a step-by-step sequence, procedures, and consistent language across lessons and grades.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment
Teacher
Very poor/no alignment

McGraw-Hill School Education



• Good Alignment

Teacher
Good Alignment

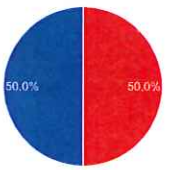
Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



• Very poor/no alignment
• Good Alignment

Teacher
Very poor/no alignment
Teacher
Good Alignment

Savvas Learning Company LLC



• Good Alignment

Teacher
Good Alignment

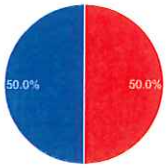
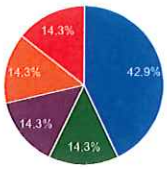
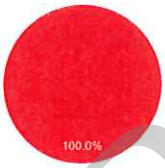
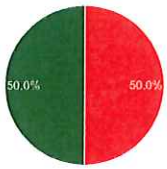
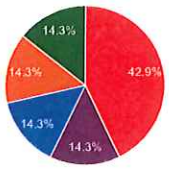
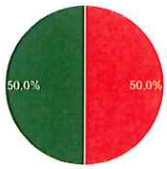
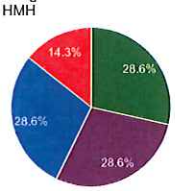
Houghton Mifflin Harcourt - HMH



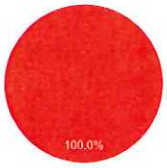
• Very poor/no alignment
• Poor alignment
• Fair alignment
• Good Alignment
• Very good Alignment

Teacher
Fair alignment
Teacher
Very good Alignment
Teacher
Good Alignment
Teacher
Poor alignment
Teacher
Fair alignment

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		McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH
10.	The teacher manual(s) include directions for how to implement lessons (e.g., materials, target skill, script or wording for how to teach, examples to use, specific content such as wordlists or book list).	 • Very poor/no alignment Teacher Very poor/no alignment	 • Very poor/no alignment Teacher Very poor/no alignment Teacher Very poor/no alignment	 • Fair alignment Teacher Fair alignment	 • Fair alignment Teacher Fair alignment	 • Very poor/no alignment • Good Alignment Teacher Very poor/no alignment Teacher Good Alignment	 • Good Alignment Teacher Good Alignment	 • Very poor/no alignment • Poor alignment • Fair alignment • Good Alignment • Very good Alignment Teacher Fair alignment Teacher Very good Alignment Teacher Good Alignment Teacher Poor alignment Teacher Good Alignment Teacher Very poor/no alignment Teacher Good Alignment
11.	The program contains classroom management features that are optimal for delivering effective instruction.	 • Very poor/no alignment Teacher Very poor/no alignment	 • Very poor/no alignment Teacher Very poor/no alignment Teacher Very poor/no alignment	 • Fair alignment Teacher Fair alignment	 • Fair alignment Teacher Fair alignment	 • Very poor/no alignment • Fair alignment Teacher Very poor/no alignment Teacher Fair alignment	 • Fair alignment Teacher Fair alignment	 • Very poor/no alignment • Poor alignment • Fair alignment • Good Alignment • Very good Alignment Teacher Very poor/no alignment Teacher Very good Alignment Teacher Good Alignment Teacher Poor alignment Teacher Very poor/no alignment Teacher Very poor/no alignment Teacher Fair alignment
12.	The same routines, terminology, and procedures are used across skill areas and over time.	 • Very poor/no alignment Teacher Very poor/no alignment	 • Very poor/no alignment Teacher Very poor/no alignment Teacher Very poor/no alignment	 • Fair alignment Teacher Fair alignment	 • Fair alignment Teacher Fair alignment	 • Very poor/no alignment • Fair alignment Teacher Very poor/no alignment Teacher Fair alignment	 • Good Alignment Teacher Good Alignment	 • Very poor/no alignment • Fair alignment • Good Alignment • Very good Alignment Teacher Fair alignment Teacher Very good Alignment Teacher Good Alignment Teacher Fair alignment Teacher Very good Alignment Teacher Very poor/no alignment Teacher Good Alignment
Summary		McGraw-Hill School Education	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH

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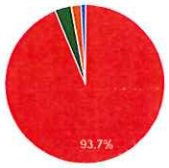


- Very poor/no alignment

Teacher

We did not particularly care for this program.

1 # Responses



- Very poor/no alignment
- Poor alignment
- Fair alignment
- Good Alignment

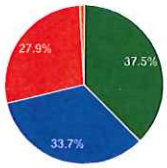
Teacher

This program is the same as the Treasures program we had in the county several years ago. I feel like as a county, we've been here before. The phonics instruction is not strong and the activities are not rigorous. The activities are pretty lame. The assessments each week feature a cold read. The comprehension questions vary from 3-4, not enough questions. They also include grammar and phonics questions. I feel like this would not be the best program to help our students grow as readers.

Teacher

Not rigorous. Skills did not meet the standards. Great handwriting practice.

2 # Responses

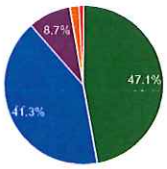


- Very poor/no alignment
- Poor alignment
- Fair alignment
- Good Alignment

Teacher

We like the basics, however, it needs ancillary support.

1 # Responses

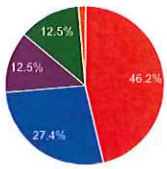


- Very poor/no alignment
- Poor alignment
- Fair alignment
- Good Alignment
- Very good Alignment

Teacher

All materials required for student success.

1 # Responses



- Very poor/no alignment
- Poor alignment
- Fair alignment
- Good Alignment
- Very good Alignment

Teacher

The phonics and foundational skills for this program are weak. The focus for each week is not clear. I like the bridge between reading and writing. I like how students are reading information text and writing informational text. The assessment piece is strong. Reading components are assessed separately; phonics, fluency, HFW and comprehension are all their own assessments. Comprehension assessments are cold reads.

Teacher

Strengths

The bridge between the reading and the writing

Builds on previous lessons throughout

Online component has lots of good materials available

Clear and concise

Project based lessons with collaboration and inquiry

Weakness

Phonics needs a little more rigor

Online component was hard to find the standards

2 # Responses

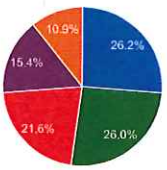


- Very poor/no alignment
- Poor alignment
- Fair alignment
- Good Alignment

Teacher

Overall, we feel there are some deficits in foundational learning and ESE support. Assessments had copywrite dates 2010. We need more materials to review; only one until was provided.

1 # Responses



- Very poor/no alignment
- Poor alignment
- Fair alignment
- Good Alignment
- Very good Alignment

Teacher

The program is strong in foundational skills such as phonics instruction and phonemic awareness.

Teacher

With this curriculum, it is imperative that we receive all physical components of the curriculum. This includes but is not limited to the sound cards, leveled readers, student workbooks (for all students), etc.

Teacher

Overall, this program offers the best instruction for phonics. It offers opportunities for encoding and decoding words with pattern that is being studied. Comprehension assessments do not give a clear picture of a students growth as a reader. Weekly quizzes are over the story that is read and analyzed in class. This quiz is reflective of listening comprehension, not reading comprehension. There is a unit test for each unit. This test is long and can be overwhelming for 1st graders. The test included 1 and sometimes 2 cold reads, grammar and phonics. This program focuses on 1 story for the entire week.

Teacher

HMH had great anchor charts for comprehension skills. The online component was good. A lot of student books.

Teacher

HMH Into Reading has strong foundational pieces to help us build a reading foundation for students. It has lots of guided practice for students and progresses into more complex words as the year goes on. It has good resources to use for small groups.

Teacher

This is not a product that we would like to be implemented.

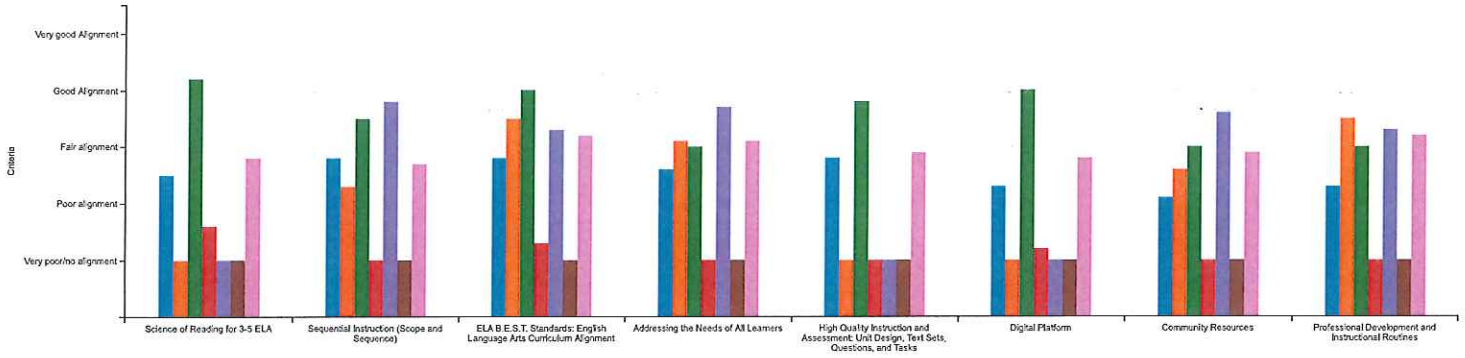
Teacher

Not enough space to write, weak writing program, one story for a whole week with no formative assessments embedded.

7 # Responses

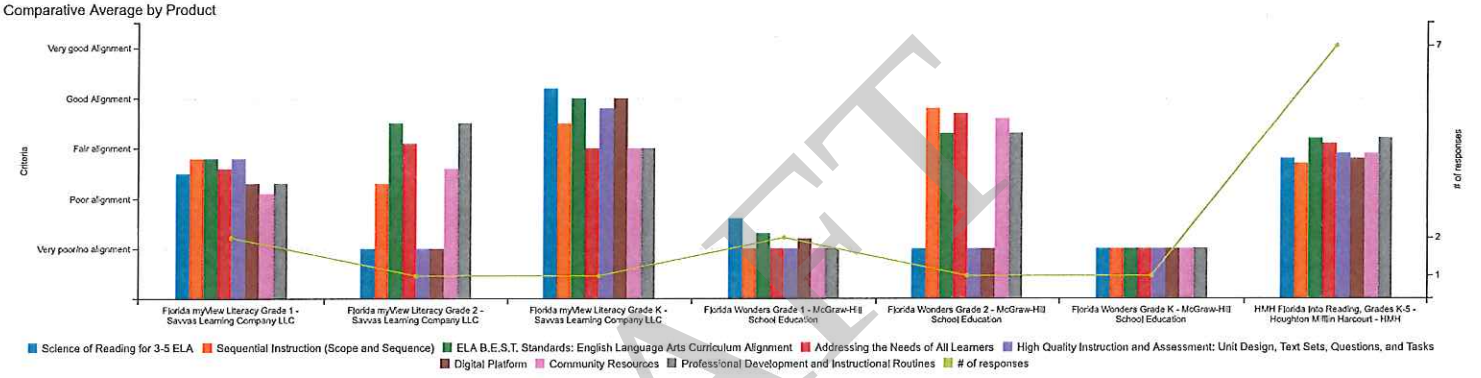
Comparative Average by Category

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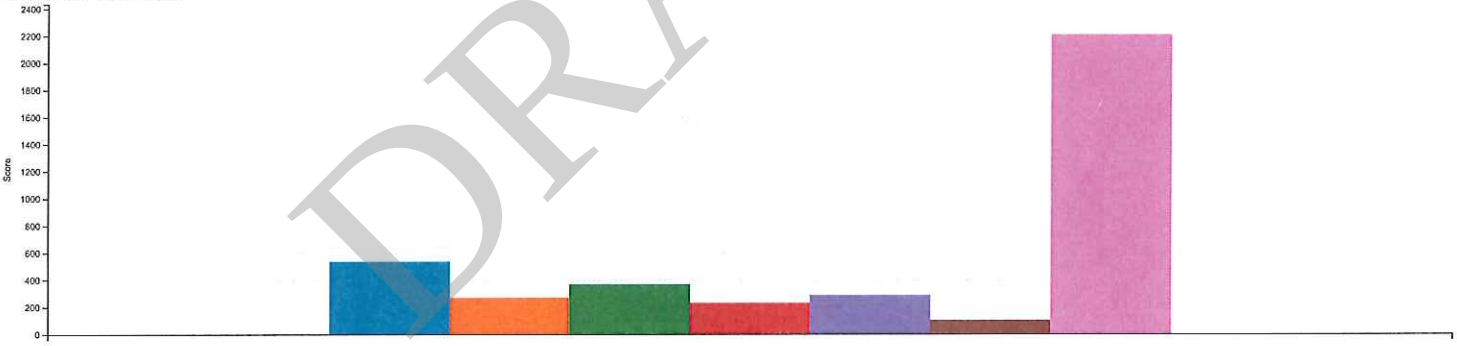


- Florida myView Literacy Grade 1 - Savvas Learning Company LLC
- Florida myView Literacy Grade 2 - Savvas Learning Company LLC
- Florida myView Literacy Grade K - Savvas Learning Company LLC
- Florida Wonders Grade 1 - McGraw-Hill School Education
- Florida Wonders Grade 2 - McGraw-Hill School Education
- Florida Wonders Grade K - McGraw-Hill School Education
- HMH Florida Into Reading, Grades K-5 - Houghton Mifflin Harcourt - HMH

Comparative Average by Product



Summative Evaluation Results



- Florida myView Literacy Grade 1 - Savvas Learning Company LLC
- Florida myView Literacy Grade 2 - Savvas Learning Company LLC
- Florida myView Literacy Grade K - Savvas Learning Company LLC
- Florida Wonders Grade 1 - McGraw-Hill School Education
- Florida Wonders Grade 2 - McGraw-Hill School Education
- Florida Wonders Grade K - McGraw-Hill School Education
- HMH Florida Into Reading, Grades K-5 - Houghton Mifflin Harcourt - HMH

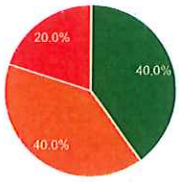
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Specialists and Coaches: Language Arts - K-2 Scorecard

Clay County District Schools 2020 Elementary K-2 ELA Adoption Rubric

Language Arts – K-2

Detail / Average Calculation Detail / Pie chart View Results Scores Hide / Show	Florida Benchmark Advance Gr. K-2 - Benchmark Education	Wit & Wisdom FL Edition with Fundations K-2 Course Group (5-year Bundle) - Great Minds PBC	Amplify CKLA Florida Edition, Grades K-2 - Amplify Education, Inc
1. Science of Reading for 3-5 ELA	Benchmark Education  ▪ Fair alignment	Great Minds PBC  ▪ Very poor/no alignment ▪ Fair alignment	Amplify Education, Inc  ▪ Very poor/no alignment ▪ Poor alignment ▪ Fair alignment
1. For the grades for which the program is submitted, the program must include evidence of alignment to ESSA Evidence Level 1, 2, 3 or 4. Tier 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies. Tier 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies. Tier 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias). Tier 4 – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.	Benchmark Education  ▪ Fair alignment **District Curriculum Specialist** Fair alignment Benchmark lacks Basic-Tier II and Functional-Tier III materials and supports; therefore, it is not under consideration at this time. Fair alignment is chosen for this and for some further sections due to no option to choose "not applicable."	Great Minds PBC  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	Amplify Education, Inc  ▪ Fair alignment **District Curriculum Specialist** Fair alignment

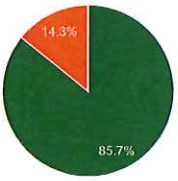
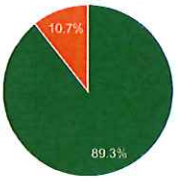
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2. The program provides evidence of grounding in conceptual research and theoretical models with reference to research articles and websites.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
3. There is an emphasis on teaching and learning the five essential early literacy skills (phonological awareness, phonics, fluency, vocabulary, and comprehension).	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Very poor/no alignment **District Curriculum Specialist** Very poor/no alignment	*Amplify Education, Inc*  ▪ Very poor/no alignment **District Curriculum Specialist** Very poor/no alignment Amplify lacks basic Tier 2 and functional Tier 3 materials and supports; therefore, it is not under consideration at this time. Fair alignment was chosen for this and further sections due to "not applicable" being a choice.
4. The program reflects the understanding that reading is a language-based skill and learning to read depends on mapping sounds to print.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Poor alignment **District Curriculum Specialist** Poor alignment
5. Word recognition for decodable words is taught through letter-sound correspondence and word analysis skills (e.g. suffixes, prefixes, Greek and Latin roots, syllabication patterns, and known word parts). It is not taught by visual memory, guessing, the shape of the word, or the use of context clues to decode words. Words that cannot be sounded out and that do not follow the rules of phonics, must be explicitly taught.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Poor alignment **District Curriculum Specialist** Poor alignment

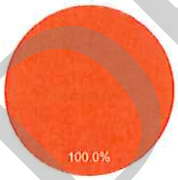
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2. Sequential Instruction (Scope and Sequence)	*Benchmark Education*  ▪ Fair alignment	*Great Minds PBC*  ▪ Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment
1. There is a detailed scope and sequence including a list of specific skills taught, a sequence for teaching the skills over the course of the year, and a timeline showing when skills are taught (by week, month, unit).	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
2. The scope and sequence for a skill within a grade shows a clear progression from easier to harder.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
3. Advanced skills are not introduced before students have been taught prerequisite skills.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment

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4. The scope and sequence articulates when skills are taught across grades.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
3. ELA B.E.S.T. Standards: English Language Arts Curriculum Alignment	*Benchmark Education*  ▪ Poor alignment ▪ Fair alignment	*Great Minds PBC*  ▪ Fair alignment	*Amplify Education, Inc*  ▪ Poor alignment ▪ Fair alignment
1. Materials demonstrate and support instruction that builds students' knowledge of the basic concepts of print. a. Locate a printed word on a page. b. Distinguish letters from words within sentences. c. Match print to speech to demonstrate that language is represented by print. d. Identify parts of a book (front cover, back cover, title page). e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line. f. Identify all upper- and lowercase letters of the alphabet. g. Recognize that print conveys specific meaning and pictures may support meaning. Please provide any needed comments.	*Benchmark Education*  ▪ Poor alignment **District Curriculum Specialist** Poor alignment Benchmark lacks Basic-Tier II and Functional-Tier III materials and supports; therefore, it is not under consideration at this time. Poor alignment is chosen for this and for further sections due to no option to choose "not applicable." Any reading program should have an access for students for whom the core Tier I instruction in not sufficient.	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment Amplify lacks basic Tier 2 and functional Tier 3 materials and supports; therefore, it is not under consideration at this time. Fair alignment was chosen for this and further sections due to "not applicable" being a choice.

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2. Materials demonstrate and support instruction that builds phonological awareness a. Blend and segment syllables in spoken words. b. Identify and produce alliterative and rhyming words. c. Blend and segment onset and rimes of single-syllable words. d. Identify the initial, medial, and final sound of spoken words. e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word. f. Segment and blend phonemes in single-syllable spoken words Please provide any needed comments.	*Benchmark Education*  ▪ Poor alignment **District Curriculum Specialist** Poor alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Poor alignment **District Curriculum Specialist** Poor alignment
3. Materials facilitate knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. a. Demonstrate knowledge of the most frequent sound for each consonant. b. Demonstrate knowledge of the short and long sounds for the five major vowels. c. Decode consonant-vowel-consonant (CVC) words. d. Encode consonant-vowel-consonant (CVC) words. Please provide any needed comments.	*Benchmark Education*  ▪ Poor alignment **District Curriculum Specialist** Poor alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Poor alignment **District Curriculum Specialist** Poor alignment
4. Materials support instruction that teaches students how to recognize and read with automaticity grade-level high frequency words. a. Recognize and read with automaticity the grade-level sight words.	*Benchmark Education*  ▪ Poor alignment **District Curriculum Specialist**	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist**	*Amplify Education, Inc*  ▪ Poor alignment **District Curriculum Specialist**

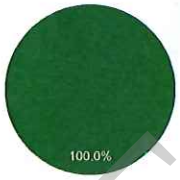
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	Poor alignment	Fair alignment	Poor alignment
5. Reading Prose and Poetry Indicators a. Materials include a sufficient number of prose and poetry that allow students to build grade specific knowledge of literary elements.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
6. Reading Prose and Poetry Indicators b. Materials support instruction that teaches students to understand and analyze prose and poetry to determine theme.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
7. Reading Prose and Poetry Indicators c. Materials support instruction that teaches students to understand and analyze various perspectives and points of view for prose and poetry with increasing complexity.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
8. Reading Prose and Poetry Indicators d. Instructional opportunities are frequently built into the materials for student to practice and achieve reading fluency, that is, to read on-level prose and poetry with accuracy, rate, appropriate to the text, and expression.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment

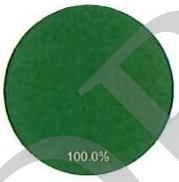
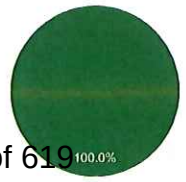
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9. Reading Informational Text Indicators a. Specific texts are included in materials for teaching various text structures to support comprehension and careful reading of informational text.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
10. Reading Informational Text Indicators b. Materials support instruction that teaches students to identify and describe or explain ideas (central idea) for informational text in a progressively more complex manner.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
11. Reading Informational Text Indicators c. Materials support instruction that teaches student to understand and analyze various purposes and perspectives for informational text with increasing complexity.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
12. Reading Informational Text Indicators d. Materials contain questions and tasks that require students to use text-based evidence to make arguments with increasing complexity.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist**	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist**	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist**

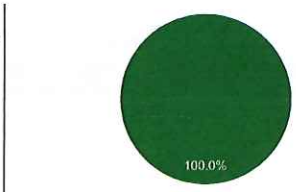
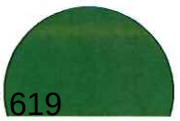
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	Fair alignment	Fair alignment	Fair alignment
13. Reading Across Genres Indicators a. Materials include instruction for students to understand figurative language, word relationships, and nuances in word meaning in the contextual framework of various genres.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
14. Reading Across Genres Indicators b. Materials include instruction for students to understand how to paraphrase and summarize content from grade-level texts with increasing complexity.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
15. Reading Across Genres Indicators c. Materials support instruction that teaches students to compare and contrast or analyze information within and across genres with increasing complexity.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
16. Communicating Through Writing Indicators a. Materials support instruction that teaches students how to print letters with increasing complexity.	*Benchmark Education*  ▪ Fair alignment	*Great Minds PBC*  ▪ Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment

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	District Curriculum Specialist Fair alignment	**District Curriculum Specialist** Fair alignment	**District Curriculum Specialist** Fair alignment
17. Communicating Through Writing Indicators b.Materials support instruction that teaches students how to create narratives with increasing complexity.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
18. Communicating Through Writing Indicators c. Materials support instruction that teaches students how to express opinions and make claims with increasing complexity.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
19. Communicating Through Writing Indicators d. Materials support instruction that teaches students how to create expository texts with increasing complexity.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
20. Communicating Through Writing Indicators e.Materials support instruction that teaches students how to improve writing by planning, revising, and editing, with	*Benchmark Education*	*Great Minds PBC* 	*Amplify Education, Inc*

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guidance and support from adults and feedback from peers with increasing complexity.	 ▪ Fair alignment **District Curriculum Specialist** Fair alignment	▪ Fair alignment **District Curriculum Specialist** Fair alignment	 ▪ Fair alignment **District Curriculum Specialist** Fair alignment
21. Communicating Orally Indicators a. Materials support instruction that teaches students how to present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation with increasing complexity.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
22. Following Conventions Indicators a. Materials support instruction that teaches students grade-appropriate conventions. See Conventions Progression Chart	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
23. Researching Indicators a. Materials include extensive practice with short, focused research projects that allow students to have multiple experiences with the research process throughout the year and facilitate development of the ability to conduct research independently.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
24. Creating and Collaborating Indicators a. Materials include activities for students to use multimedia elements	*Benchmark Education* 	*Great Minds PBC* 	*Amplify Education, Inc* 

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to enhance oral or written tasks with increasing complexity.	 ▪ Fair alignment **District Curriculum Specialist** Fair alignment	 ▪ Fair alignment **District Curriculum Specialist** Fair alignment	 ▪ Fair alignment **District Curriculum Specialist** Fair alignment
25. Creating and Collaborating Indicators b. Materials include activities for students to use digital writing tools individually or collaboratively to plan, draft, and revise writing with increasing complexity.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
26. Find Meaning Indicators a. Materials include activities for students to acquire and use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
27. Find Meaning Indicators b.Materials provide instruction on the structure of words and parts of words, such as stems, root words, prefixes, and suffixes to determine meanings of words and phrases in grade-level content.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
28. Find Meaning Indicators	*Benchmark Education*	*Great Minds PBC*	*Amplify Education, Inc*

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c.Materials provide students with ample opportunities to use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.	 ▪ Fair alignment **District Curriculum Specialist** Fair alignment	 ▪ Fair alignment **District Curriculum Specialist** Fair alignment	 ▪ Fair alignment **District Curriculum Specialist** Fair alignment
4. Addressing the Needs of All Learners	*Benchmark Education*  ▪ Fair alignment	*Great Minds PBC*  ▪ Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment
1. DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION) a. Materials provide lessons to support the teacher with planning for differentiated instruction (includes suggested language, questions, pacing, scaffolding strategies, etc.).	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
2. DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION) b. Questions and tasks support the development of academic language and content-based vocabulary.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
3. DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION)	*Benchmark Education*	*Great Minds PBC* 	*Amplify Education, Inc*

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c. Materials are flexible enough that teachers can use their own student data to make instructional decisions.	 ▪ Fair alignment **District Curriculum Specialist** Fair alignment	 ▪ Fair alignment **District Curriculum Specialist** Fair alignment	 ▪ Fair alignment **District Curriculum Specialist** Fair alignment
4. DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION) d. Language supports/scaffolds are aligned to academic tasks and address the four domains of language.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
5. DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION) e. Texts include a variety of genres and culturally relevant text types.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
6. DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION) f. Materials provide multiple means of representation including but not limited to pictures, graphs, videos, graphic organizers, hands-on/kinesthetic activities, etc.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment

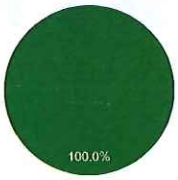
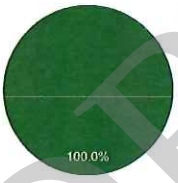
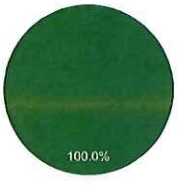
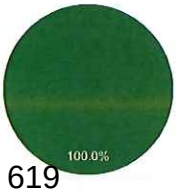
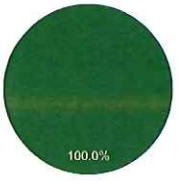
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7. DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION) g. Lessons and materials are available for differentiating instruction for students who are having difficulty or need enrichment.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
8. ELL Instructional Support a. Multilingual, culturally relevant resources are available in various languages, in print or digital format (at minimum in Spanish, Haitian-Creole, and Portuguese).	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
9. ELL Instructional Support b. Materials provide multiple opportunities for extended academic discourse (oral and written) through richly developed diverse text-dependent and text-specific questions.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
10. ELL Instructional Support c. Lessons specify the necessary academic language and vocabulary to master the concepts without sacrificing the grade-level content, the rigor, or the home language.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist**	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist**	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist**

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	Fair alignment	Fair alignment	Fair alignment
11. ELL Instructional Support d. Materials specify the language demands and challenges students may encounter at different levels of standard English language proficiency and opportunities for teachers to address those challenges along the progression of language acquisition. (preferably at the lesson level)	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
12. ELL Instructional Support e. All student, teacher, and support materials are cognizant of non-translated words from students' Native languages and make an effort to preserve their origin and meaning.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
13. ELL Instructional Support f. Differentiation and support are provided for supporting English Learners, students who are having difficulty, and those who need acceleration. Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g. alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.)	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
	Benchmark Education	*Great Minds PBC*	*Amplify Education, Inc*

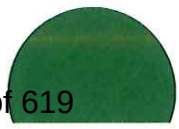
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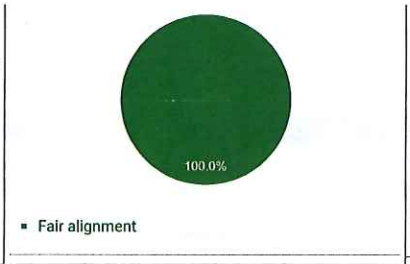
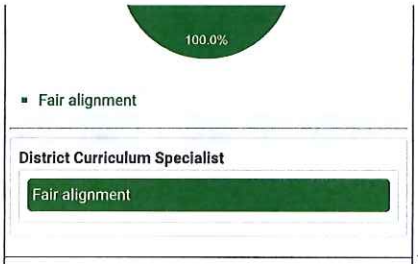
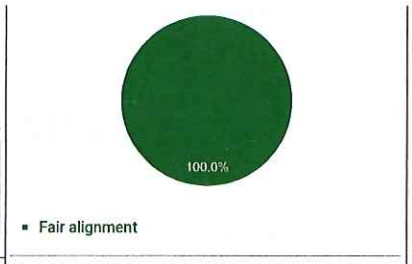
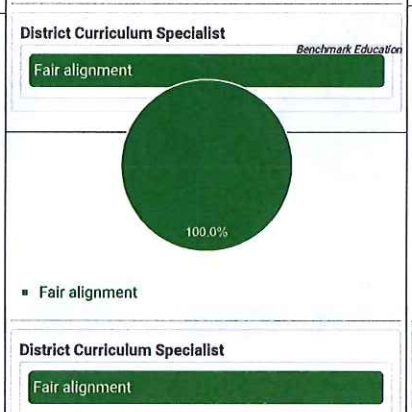
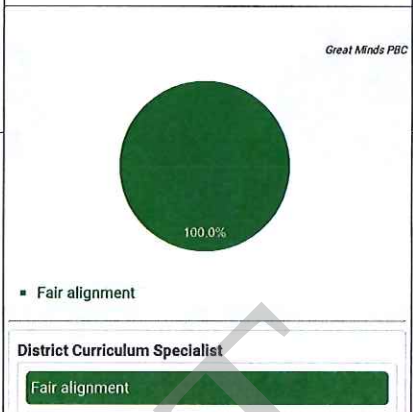
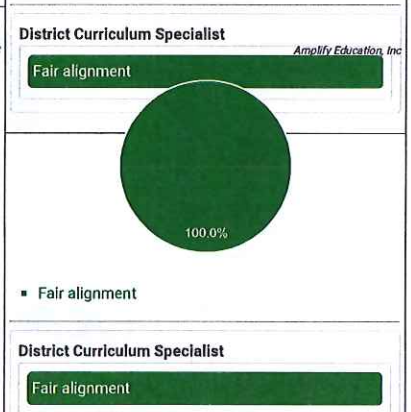
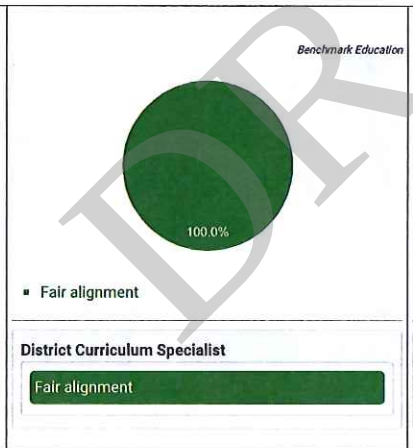
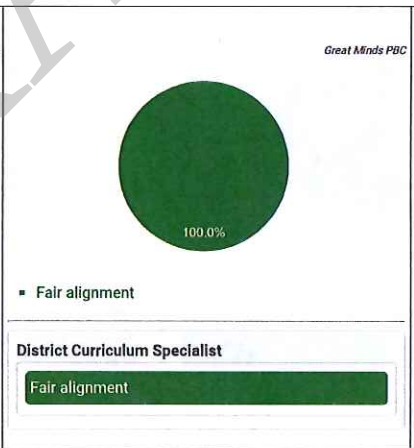
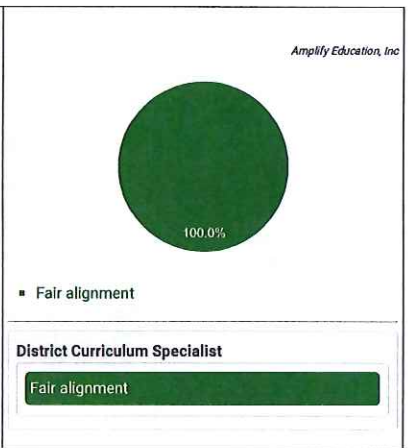
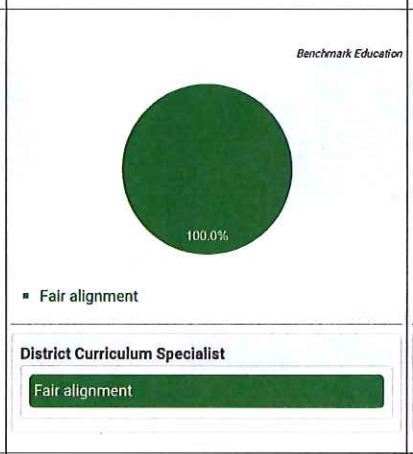
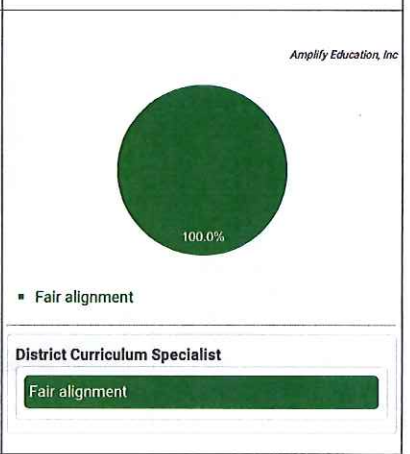
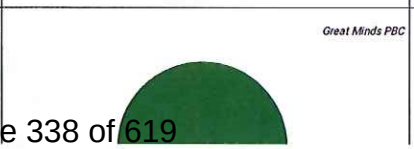
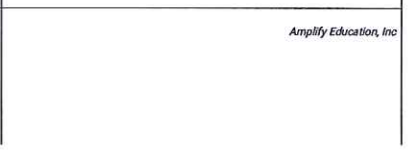
14. ESE Instructional Support a. Aligned modified standards (Florida Access Points) are identified in teacher resource materials and lesson plans at point of use (in print or digital format).	 ▪ Fair alignment **District Curriculum Specialist** Fair alignment	 ▪ Fair alignment **District Curriculum Specialist** Fair alignment	 ▪ Fair alignment **District Curriculum Specialist** Fair alignment
15. ESE Instructional Support b. Instructional strategies, materials, and resources for teachers of gifted students are provided.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
16. ESE Instructional Support c. Materials, resources, and ancillary materials provide support for language comprehension (support for clearly defining critical vocabulary including photos, images, symbolic representation, teaches vocabulary in ways that promote connection to learners and prior knowledge, etc.).	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
17. ESE Instructional Support d. Materials, resources, and ancillary materials address the needs of learners through a variety of scaffolding methods that can be gradually released.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
18. ESE Instructional Support e. Materials and resources include explicit, systematic, and multisensory reading instruction in phonological awareness and phonics instruction	*Benchmark Education* 	*Great Minds PBC* 	*Amplify Education, Inc* 

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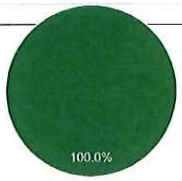
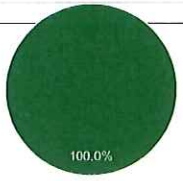
for students who continue to struggle with foundational skills in grades K to 5.	▪ Fair alignment **District Curriculum Specialist** Fair alignment	▪ Fair alignment **District Curriculum Specialist** Fair alignment	▪ Fair alignment **District Curriculum Specialist** Fair alignment
19. Cultural Awareness Instructional Support a. Materials and resources are rich in cultural diversity and relatable to students of various backgrounds. Materials use multiple and diverse examples that do not marginalize students. The examples speak across gender, cultures, socioeconomic status, age, and religion.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment

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20. Cultural Awareness Instructional Support b. Instructional materials and resources should specifically include a variety of culturally relevant teaching strategies to support the learning of African/Hispanic/Latino descent students.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
21. Cultural Awareness Instructional Support c. Materials and resources should include texts written by and about people of African/Hispanic/Latino descent, and be free from racial, linguistic, and gender stereotypes. Content intentionally includes authors of diverse backgrounds and discusses contributions made by historically underrepresented groups.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
22. Cultural Awareness Instructional Support d. Culturally infused resources support the teacher with	*Benchmark Education*	*Great Minds PBC* 	*Amplify Education, Inc*

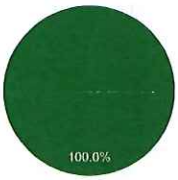
opportunities to engage and motivate a diversity of ideas and perspectives amongst diverse student populations, through active learning and collaboration, taking into consideration language proficiency levels.			
23. Cultural Awareness Instructional Support e. All materials use intentional inclusive language and do not include stereotypes or value judgments concerning gender, race, ethnicity, or ability.			
24. Cultural Awareness Instructional Support f. The voices of people from different cultures,genders, sexualities, and with differing abilities are heard and not just spoken about by others.			
25. Cultural Awareness Instructional Support g. The discussion portions of the curriculum encourage students to bring their worlds and experiences to bear on the discussions at hand.			
26. Social Emotional Learning (SEL) Instructional Support			

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a. Lessons infuse Casel's Social Emotional Learning competencies (Self Awareness, Social Awareness, Responsible Decision Making, Self-Management, and Relationship Skills).	 ▪ Fair alignment	 ▪ Fair alignment	 ▪ Fair alignment
5. High Quality Instruction and Assessment: Unit Design, Text Sets, Questions, and Tasks	District Curriculum Specialist: Fair alignment (Benchmark Education)  ▪ Fair alignment	Great Minds PBC: District Curriculum Specialist: Fair alignment  ▪ Fair alignment	Amplify Education, Inc: District Curriculum Specialist: Fair alignment  ▪ Fair alignment

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1. Units and lessons are designed to build around topics and/or enduring understandings and allow for multiple and varied opportunities to engage in texts including lessons that infuse opportunities to enhance instruction with technology, keeping in mind the digital divide. Materials support the teacher with ways to check for understanding.	Benchmark Education  ▪ Fair alignment District Curriculum Specialist: Fair alignment	Great Minds PBC  ▪ Fair alignment District Curriculum Specialist: Fair alignment	Amplify Education, Inc  ▪ Fair alignment District Curriculum Specialist: Fair alignment
2. Most units and lessons are designed to build student knowledge of the text(s) and topic through integration of the standards but not through exclusive or isolated focus on skills or individual standards (through drawing, dictating, writing, speaking or a combination, as appropriate).	Benchmark Education  ▪ Fair alignment District Curriculum Specialist: Fair alignment	Great Minds PBC  ▪ Fair alignment District Curriculum Specialist: Fair alignment	Amplify Education, Inc  ▪ Fair alignment District Curriculum Specialist: Fair alignment
3. Materials provide	Benchmark Education	Great Minds PBC	Amplify Education, Inc

frequent opportunities and protocols for evidence-based discussions (small group, peer-to-peer, whole class) that encourage the modeling and use of academic vocabulary and syntax.	 ▪ Fair alignment **District Curriculum Specialist** Fair alignment	 ▪ Fair alignment **District Curriculum Specialist** Fair alignment	 ▪ Fair alignment **District Curriculum Specialist** Fair alignment
4. Materials support students' listening and speaking about what they are reading (or listening to through read alouds) and researching (shared projects) with relevant follow-up questions and supports. Materials support the teacher with ways to check for understanding.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
5. Materials include explicit instruction of the grammar and conventions/language standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
6. Formative and Summative assessments clearly denote which standards are being emphasized, as well as interpretive guidance for teachers to monitor progress and provide interventions. There are a variety of assessments and item types, including performance tasks involving unique problem solving situations. Scoring rubrics are included, when appropriate. Assessment opportunities include	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment

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multiple means of representation/modalities (Performance Tasks, Project Based Learning, Speeches, Presentations, etc.)			
7. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographic).	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
8. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or in a language other than English, with extensive opportunities to work with grade level text and meet or exceed grade-level standards. Materials include 1/3 of the B.E.S.T. Standards Book List Correlation, and are represented in grade level instructional materials.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
9. Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
10. Materials include regular opportunities for writing which is text-based to support recall of information, opinions with reasons, and relevant information appropriate for the grade level. Resources provide a variety of engagement strategies (cooperative learning structures, turn and talk, collaborative learning opportunities, etc.).	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment

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11. Materials include a balance of literacy content, with 50% literary text and 50% informational text.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
12. Lessons include instructional routines/scripts.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment

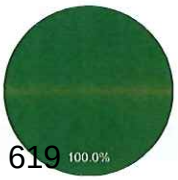
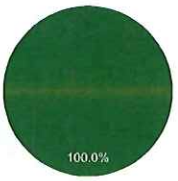
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13. Routines include language for the teacher to introduce, define, or explain new skills through demonstration and modeling before students are asked to perform skills.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
14. Materials include a culminating review based on standards mastery.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist**	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist**	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist**

	Fair alignment	Fair alignment	Fair alignment
15. There are multiple opportunities for students to practice new skills with instruction for the teacher to give immediate corrective feedback.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
16. The content is written to the correct skill level of the standards and benchmarks in the course.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment

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6. Digital Platform	*Benchmark Education*  ▪ Fair alignment	*Great Minds PBC*  ▪ Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment
1. The digital materials are well-designed with a user-friendly layout and organization that takes into account effective lesson structure and pacing.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment

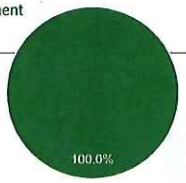
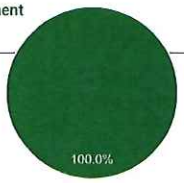
2. The digital student resources include ample review and practice resources, clear directions, and explanation beyond the print version.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
3. The digital materials contain teacher's edition with ample and useful annotations and suggestions on how to present the content to students on a digital platform by embedding technology to support and enhance student learning.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
4. The digital materials contain built-in differentiation and scaffold supports such as annotation tools, text-to-speech, speech-to-text, etc.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
5. The digital materials contain a teacher's edition that contains full, adult-level explanations on how to substitute, augment, modify, and redefine (SAMR) content on a digital platform to	*Benchmark Education* 	*Great Minds PBC* 	*Amplify Education, Inc* 

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support and enhance student learning.	▪ Fair alignment **District Curriculum Specialist** Fair alignment	▪ Fair alignment **District Curriculum Specialist** Fair alignment	▪ Fair alignment **District Curriculum Specialist** Fair alignment
6. The digital materials include publisher-produced alignment documentation of the B.E.S.T. Standards addressed by specific questions, tasks, and assessment items.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
7. The digital materials contain a teacher's edition with built in professional development and/or online support for teacher content and pedagogy growth and development.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment

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8. The digital materials contain strategies for informing all stakeholders, including students, parents, or caregivers about the digital ELA/literacy program and suggestions for how they can help support student progress and achievement.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
7. Community Resources	*Benchmark Education*	*Great Minds PBC* 	*Amplify Education, Inc*

	 Benchmark Education ▪ Fair alignment	 ▪ Fair alignment	 Amplify Education, Inc ▪ Fair alignment
1. Information for parents on pre-reading and other evidence-based reading strategies that promote grade-level proficient reading	 ▪ Fair alignment **District Curriculum Specialist** Fair alignment	Great Minds PBC  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	 ▪ Fair alignment **District Curriculum Specialist** Fair alignment
2. Vocabulary/spelling lists at the beginning of the chapter and on line with suggested activities (e.g. spell it, use it in a sentence, etc)	Benchmark Education  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	Great Minds PBC  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	Amplify Education, Inc  ▪ Fair alignment **District Curriculum Specialist** Fair alignment

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3. Higher order question samples	Benchmark Education  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	Great Minds PBC  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	Amplify Education, Inc  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
4. Comprehension questions	Benchmark Education	Great Minds PBC	Amplify Education, Inc

	 ▪ Fair alignment **District Curriculum Specialist** Fair alignment	 ▪ Fair alignment **District Curriculum Specialist** Fair alignment	 ▪ Fair alignment **District Curriculum Specialist** Fair alignment
		Benchmark Education	*Great Minds PBC*	*Amplify Education, Inc*
5. Additional home support material	 ▪ Fair alignment **District Curriculum Specialist** Fair alignment	 ▪ Fair alignment **District Curriculum Specialist** Fair alignment	 ▪ Fair alignment **District Curriculum Specialist** Fair alignment
8. Professional Development and Instructional Routines	*Benchmark Education*  ▪ Fair alignment	*Great Minds PBC*  ▪ Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment

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1. The teacher's edition has built in professional development and/or online support for teacher content and pedagogy growth and development.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
	Benchmark Education	*Great Minds PBC*	*Amplify Education, Inc*

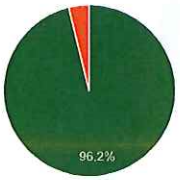
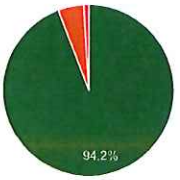
2. Professional development and coaching are available, inclusive of total cost, to support implementing the program with fidelity.	 ▪ Fair alignment **District Curriculum Specialist** Fair alignment	 ▪ Fair alignment **District Curriculum Specialist** Fair alignment	 ▪ Fair alignment **District Curriculum Specialist** Fair alignment
3. Professional development is available as a supplement.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
4. Professional development is available for the duration of the adoption.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment

5. The structured lesson format includes a plan, procedure, or routine that is carried through the sequence of teaching skills.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment

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6. A clear and consistent lesson format is evident.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
7. There is a daily schedule of lessons noting suggestions for the length of lessons and units.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
8. Independent or group practice occurs after teacher-led instruction on the skill.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
9. Lessons include instructional routines, noting what the teacher should say, which includes a step-by-step sequence, procedures, and consistent language across lessons and grades.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist**	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist**	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist**

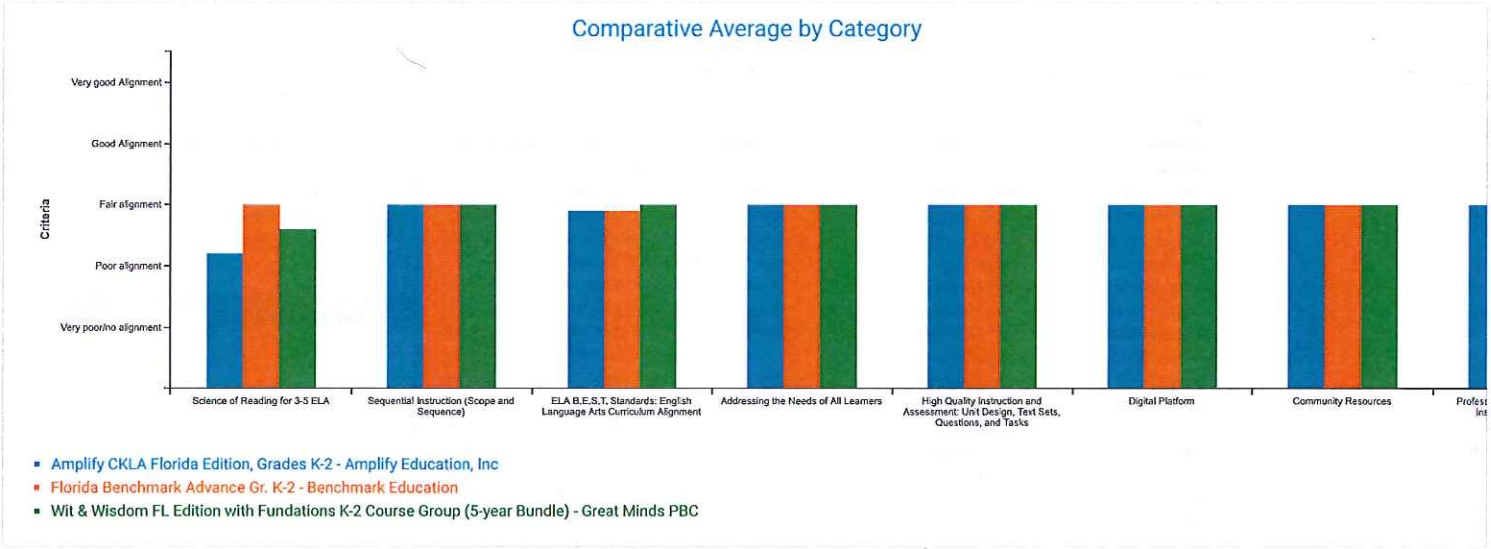
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	Fair alignment	Fair alignment	Fair alignment
10. The teacher manual(s) include directions for how to implement lessons (e.g., materials, target skill, script or wording for how to teach, examples to use, specific content such as wordlists or book list).	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
11. The program contains classroom management features that are optimal for delivering effective instruction.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
12. The same routines, terminology, and procedures are used across skill areas and over time.	*Benchmark Education*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Great Minds PBC*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment	*Amplify Education, Inc*  ▪ Fair alignment **District Curriculum Specialist** Fair alignment
Summary	*Benchmark Education*  ▪ Poor alignment	*Great Minds PBC*  ▪ Very poor/no alignment	*Amplify Education, Inc*  ▪ Very poor/no alignment

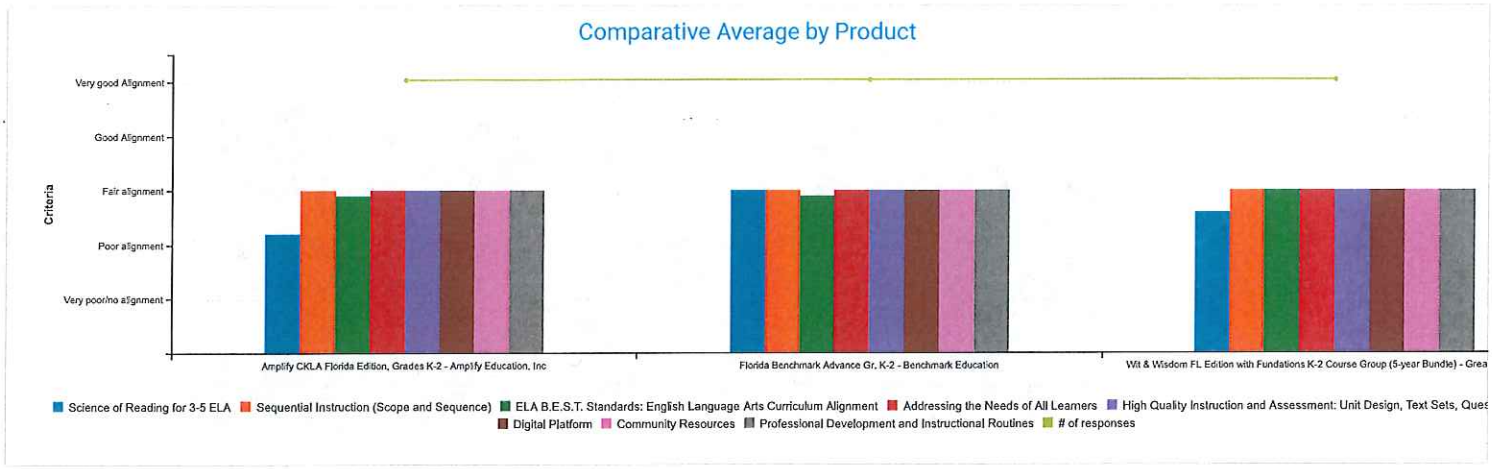
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	▪ Fair alignment **District Curriculum Specialist** Benchmark does not offer a Basic -Tier II or Functional - Tier III component, based upon the information that I was provided and have seen. Therefore, it should not be considered for use in a county with a higher than average percentage of students who are identified as needing such supports. In every area, I would have chosen "not applicable" because I can imagine no reason why we would consider a program that does not offer these supports. However, given the answer choices in the Likert scale, I felt I must be fair to the publisher and provide a rating of "fair," as that is the rating that I believe most closely relates to "neutral." I have not been informed as to where this data that I am inputting is stored or how it is used, but I do not consent to any additional usage of my ratings without my signed consent. # Responses 1	▪ Fair alignment **District Curriculum Specialist** Great Minds does not offer a Basic -Tier II or Functional - Tier III component, based upon the information that I was provided and have seen. Therefore, it should not be considered for use in a county with a higher than average percentage of students who are identified as needing such supports. In every area, I would have chosen "not applicable" because I can imagine no reason why we would consider a program that does not offer these supports. However, given the answer choices in the Likert scale, I felt I must be fair to the publisher and provide a rating of "fair," as that is the rating that I believe most closely relates to "neutral." I have not been informed as to where this data that I am inputting is stored or how it is used, but I do not consent to further use of my ratings without my signed consent. nchmark does not offer a Basic -Tier II or Functional - Tier III component, based upon the information that I was provided and have seen. Therefore, it should not be considered for use in a county with a higher than average percentage of students who are identified as needing such supports. In every area, I would have chosen "not applicable" because I can imagine no reason why we would consider a program that does not offer these supports. However, given the answer choices in the Likert scale, I felt I must be fair to the publisher and provide a rating of "fair," as that is the rating that I believe most closely relates to "neutral." I have not been informed as to where this data that I am inputting is stored or how it is used, but I do not consent to further use of my ratings without my signed consent. # Responses 1	▪ Poor alignment ▪ Fair alignment **District Curriculum Specialist** Amplify lacks basic Tier 2 and functional Tier 3 materials and supports; therefore, it is not under consideration at this time. Fair alignment was chosen for this and further sections due to "not applicable" being a choice. # Responses 1

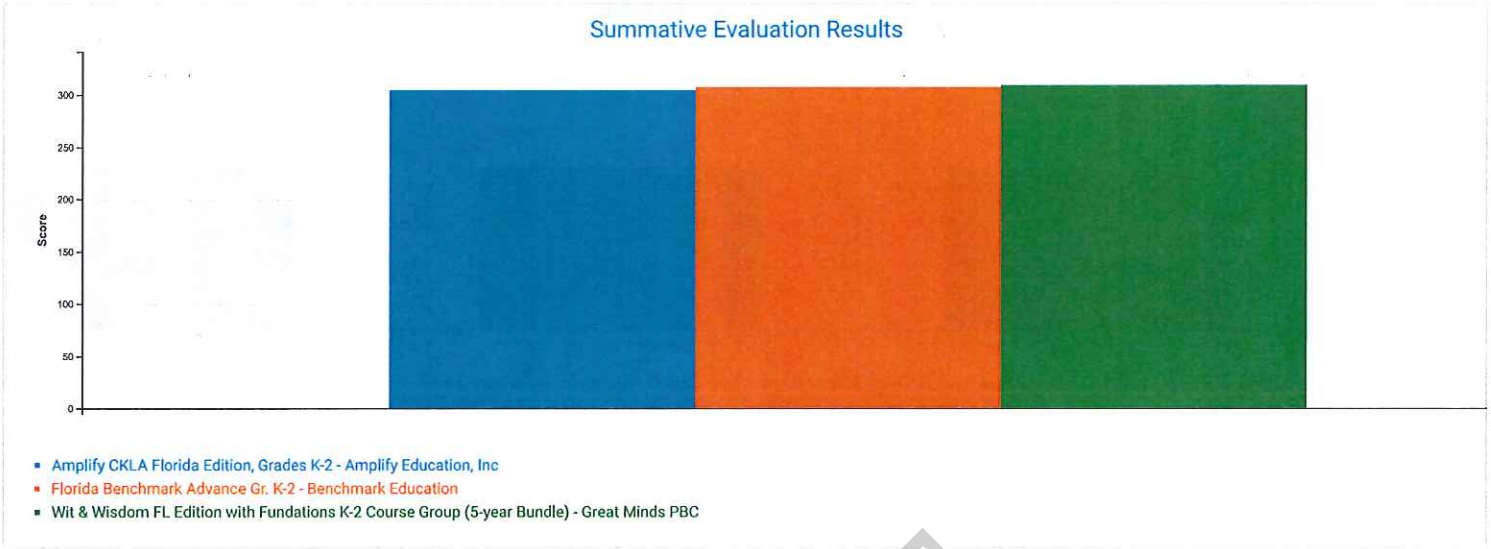
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Comparative Average by Category
Very good Alignment
Good Alignment
Fair alignment
Poor alignment
Very poor/no alignment
Criteria
Science of Reading for 3-5 ELA
Sequential Instruction (Scope and Sequence)
ELA B.E.S.T. Standards: English Language Arts Curriculum Alignment
Addressing the Needs of All Learners
High Quality Instruction and Assessment: Unit Design, Text Sets, Questions, and Tasks
Digital Platform
Community Resources
Amplify CKLA Florida Edition, Grades K-2 - Amplify Education, Inc
Florida Benchmark Advance Gr. K-2 - Benchmark Education
Wit & Wisdom FL Edition with Fundations K-2 Course Group (5-year Bundle) - Great Minds PBC

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Comparative Average by Product
Very good Alignment
Good Alignment
Fair alignment
Poor alignment
Very poor/no alignment
Criteria
Amplify CKLA Florida Edition, Grades K-2 - Amplify Education, Inc
Florida Benchmark Advance Gr. K-2 - Benchmark Education
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High Quality Instruction and Assessment: Unit Design, Text Sets, Ques
Digital Platform
Community Resources
Professional Development and Instructional Routines
of responses

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Summative Evaluation Results
Score
300
250
200
150
100
50
0
Amplify CKLA Florida Edition, Grades K-2 - Amplify Education, Inc
Florida Benchmark Advance Gr. K-2 - Benchmark Education
Wit & Wisdom FL Edition with Fundations K-2 Course Group (5-year Bundle) - Great Minds PBC

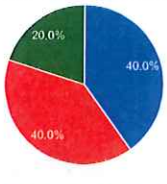
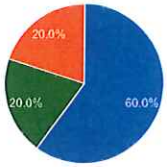
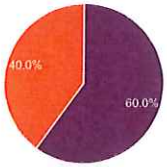
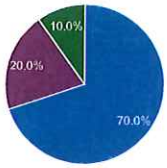
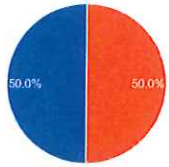
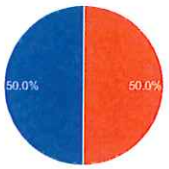
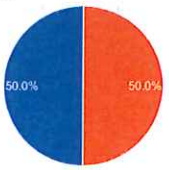
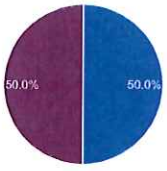
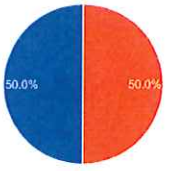
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Preselection Committee 3-5: Language Arts 3-5 Scorecard
Clay County District Schools 2020 Elementary 3-5 ELA Adoption Rubric
Language Arts – 3-5

Detail ☐ Average Calculation

Detail ☑ Pie chart View Results

Hide ☐ Show Scores

		Florida Wonders Grade 4 - McGraw-Hill School Education	Florida Wonders Grade 5 - McGraw-Hill School Education	Florida myView Literacy Grade 3 - Savvas Learning Company LLC	Florida myView Literacy Grade 4 - Savvas Learning Company LLC	Florida myView Literacy Grade 5 - Savvas Learning Company LLC	HMH Florida Into Reading, Grades K-5 - Houghton Mifflin Harcourt - HMH
1.	Science of Reading for 3-5 ELA	McGraw-Hill School Education  • Very poor/no alignment • Fair alignment • Good alignment	McGraw-Hill School Education  • Very good alignment	Savvas Learning Company LLC  • Poor alignment • Fair alignment • Good alignment	Savvas Learning Company LLC  • Poor alignment • Very good alignment	Savvas Learning Company LLC  • Fair alignment • Good alignment • Very good alignment	Houghton Mifflin Harcourt - HMH  • Poor alignment • Good alignment
1.	For the grades for which the program is submitted, the program must include evidence of alignment to ESSA Evidence Level 1, 2, 3 or 4. Tier 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies. Tier 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies. Tier 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias). Tier 4 – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.	McGraw-Hill School Education  • Fair alignment Teacher Fair alignment Tier 3- Product was tested in Title 1 North Carolina schools. Other third party research was also performed.	McGraw-Hill School Education  • Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  • Fair alignment Teacher Fair alignment	Savvas Learning Company LLC  • Poor alignment Teacher Poor alignment Teacher Poor alignment	Savvas Learning Company LLC  • Good alignment Teacher Good alignment Teacher Good alignment	Houghton Mifflin Harcourt - HMH  • Poor alignment • Good alignment Teacher Poor alignment Difficult to find studies and the studies that were found are outdated. Teacher Good alignment
2.	The program provides evidence of grounding in conceptual research and theoretical models with reference to research articles and websites.	McGraw-Hill School Education  • Good alignment Teacher Good alignment Numerous research has been performed on the curriculum.	McGraw-Hill School Education  • Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  • Poor alignment Teacher Poor alignment Could not find the research.	Savvas Learning Company LLC  • Poor alignment Teacher Poor alignment Teacher Poor alignment	Savvas Learning Company LLC  • Good alignment Teacher Good alignment Teacher Good alignment	Houghton Mifflin Harcourt - HMH  • Poor alignment • Good alignment Teacher Poor alignment Teacher Good alignment
3.	There is an emphasis on teaching and learning the five essential early literacy skills (phonological awareness, phonics, fluency, vocabulary, and comprehension).	McGraw-Hill School Education  • Good alignment Teacher Good alignment No evidence of a fluency tool in the kit to measure. All other components are present, however, due to the uncertainty of what teachers will be receiving, it is hard to base the extra resources under this rubric.	McGraw-Hill School Education  • Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  • Good alignment Teacher Good alignment	Savvas Learning Company LLC  • Very good alignment Teacher Very good alignment Skills are embedded in the student resources and individual lessons. Teacher Very good alignment	Savvas Learning Company LLC  • Good alignment • Very good alignment Teacher Good alignment Teacher Very good alignment	Houghton Mifflin Harcourt - HMH  • Poor alignment • Good alignment Teacher Poor alignment Teacher Good alignment
		McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company	Savvas Learning Company	Savvas Learning Company	Houghton Mifflin Harcourt -

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4. The program reflects the understanding that reading is a language-based skill and learning to read depends on mapping sounds to print.



• Very poor/no alignment

Teacher
Very poor/no alignment



• Very good alignment

Teacher
Very good alignment

LLC



• Good alignment

Teacher
Good alignment

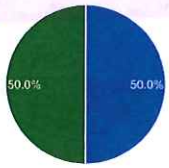
LLC



• Very good alignment

Teacher
Very good alignment
Teacher
Very good alignment

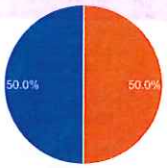
LLC



• Fair alignment
• Good alignment

Teacher
Good alignment
Teacher
Fair alignment

HMH

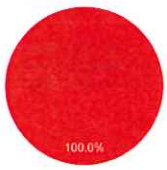


• Poor alignment
• Good alignment

Teacher
Poor alignment
Teacher
Good alignment

5. Word recognition for decodable words is taught through letter-sound correspondence and word analysis skills (e.g. suffixes, prefixes, Greek and Latin roots, syllabication patterns, and known word parts). It is not taught by visual memory, guessing, the shape of the word, or the use of context clues to decode words. Words that cannot be sounded out and that do not follow the rules of phonics, must be explicitly taught.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very good alignment

Teacher
Very good alignment

Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment

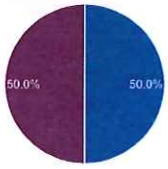
Savvas Learning Company LLC



• Very good alignment

Teacher
Very good alignment
Teacher
Very good alignment

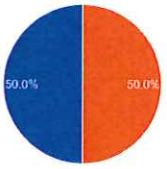
Savvas Learning Company LLC



• Good alignment
• Very good alignment

Teacher
Good alignment
Teacher
Very good alignment

Houghton Mifflin Harcourt - HMH



• Poor alignment
• Good alignment

Teacher
Poor alignment
Teacher
Good alignment

2. Sequential Instruction (Scope and Sequence)

McGraw-Hill School Education



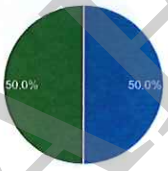
• Very poor/no alignment

McGraw-Hill School Education



• Very good alignment

Savvas Learning Company LLC



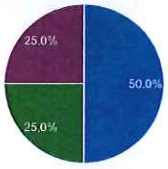
• Fair alignment
• Good alignment

Savvas Learning Company LLC



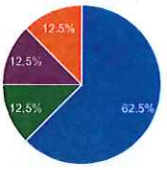
• Very good alignment

Savvas Learning Company LLC



• Fair alignment
• Good alignment
• Very good alignment

Houghton Mifflin Harcourt - HMH



• Poor alignment
• Fair alignment
• Good alignment
• Very good alignment

1. There is a detailed scope and sequence including a list of specific skills taught, a sequence for teaching the skills over the course of the year, and a timeline showing when skills are taught (by week, month, unit).

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very good alignment

Teacher
Very good alignment

Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



• Very good alignment

Teacher
Very good alignment
Teacher
Very good alignment

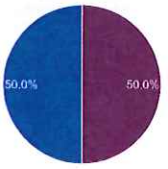
Savvas Learning Company LLC



• Very good alignment

Teacher
Very good alignment
Teacher
Very good alignment

Houghton Mifflin Harcourt - HMH



• Good alignment
• Very good alignment

Teacher
Very good alignment
Teacher
Good alignment

2. The scope and sequence for a skill within a grade shows a clear progression from easier to harder.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very good alignment

Teacher
Very good alignment

Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment

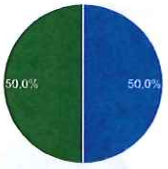
Savvas Learning Company LLC



• Very good alignment

Teacher
Very good alignment
Teacher
Very good alignment

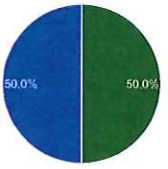
Savvas Learning Company LLC



• Fair alignment
• Good alignment

Teacher
Good alignment
Teacher
Fair alignment

Houghton Mifflin Harcourt - HMH



• Fair alignment
• Good alignment

Teacher
Fair alignment
Teacher
Good alignment

3. Advanced skills are not introduced before students have been taught prerequisite skills.

McGraw-Hill School Education



• Very poor/no alignment

McGraw-Hill School Education



• Very good alignment

Savvas Learning Company LLC



• Fair alignment

Savvas Learning Company LLC



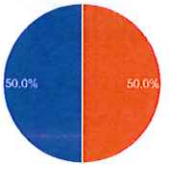
• Very good alignment

Savvas Learning Company LLC



• Good alignment

Houghton Mifflin Harcourt - HMH

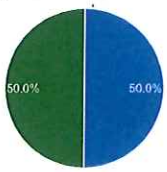


• Poor alignment

DRAFT

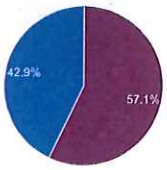
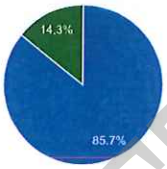
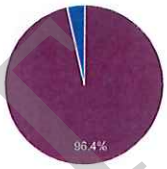
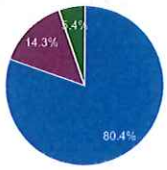
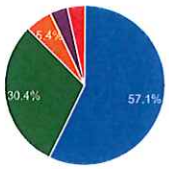
4.

The scope and sequence articulates when skills are taught across grades.

McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH
Teacher Very poor/no alignment	Teacher Very good alignment	Teacher Fair alignment We only received Unit 3 in the materials, so hard to say.	Teacher Very good alignment Teacher Very good alignment	Teacher Good alignment Teacher Good alignment	• Good alignment Teacher Poor alignment Teacher Good alignment
					
• Very poor/no alignment	• Very good alignment	• Good alignment	• Very good alignment	• Fair alignment • Good alignment	• Good alignment

3.

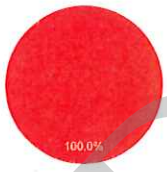
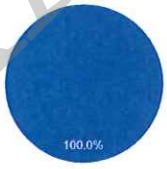
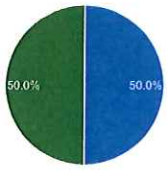
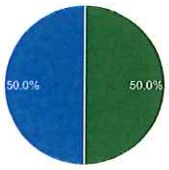
ELA B.E.S.T. Standards: English Language Arts Curriculum Alignment

McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH
Teacher Very poor/no alignment	Teacher Very good alignment	Teacher Good alignment	Teacher Very good alignment Teacher Very good alignment	Teacher Good alignment Teacher Fair alignment	Teacher Good alignment Teacher Good alignment
					
• Very poor/no alignment	• Good alignment • Very good alignment	• Fair alignment • Good alignment	• Good alignment • Very good alignment	• Fair alignment • Good alignment • Very good alignment	• Very poor/no alignment • Poor alignment • Fair alignment • Good alignment • Very good alignment

1.

Materials demonstrate and support instruction that builds students' knowledge of the basic concepts of print.

a. Locate a printed word on a page.
b. Distinguish letters from words within sentences.
c. Match print to speech to demonstrate that language is represented by print.
d. Identify parts of a book (front cover, back cover, title page).
e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line.
f. Identify all upper- and lowercase letters of the alphabet.
g. Recognize that print conveys specific meaning and pictures may support meaning.

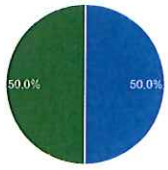
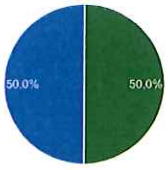
McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH
Teacher Very poor/no alignment	Teacher Very good alignment	Teacher Good alignment	Teacher Very good alignment Teacher Very good alignment	Teacher Good alignment Teacher Fair alignment	Teacher Fair alignment Teacher Good alignment
					
• Very poor/no alignment	• Very good alignment	• Good alignment	• Very good alignment	• Fair alignment • Good alignment	• Fair alignment • Good alignment

Please provide any needed comments.

2.

Materials demonstrate and support instruction that builds phonological awareness

a. Blend and segment syllables in spoken words.
b. Identify and produce alliterative and rhyming words.
c. Blend and segment onset and rimes of single-syllable words.
d. Identify the initial, medial, and final sound of spoken words.
e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.
f. Segment and blend phonemes in single-syllable spoken words

McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH
Teacher Very poor/no alignment	Teacher Very good alignment	Teacher Fair alignment Only looked at third grade materials.	Teacher Very good alignment Teacher Very good alignment	Teacher Good alignment Teacher Fair alignment	Teacher Fair alignment Teacher Good alignment
					
• Very poor/no alignment	• Very good alignment	• Fair alignment	• Very good alignment	• Fair alignment • Good alignment	• Fair alignment • Good alignment

Please provide any needed comments.

3.

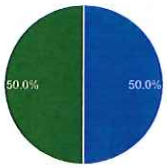
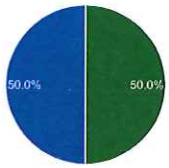
McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH

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Materials facilitate knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.

a. Demonstrate knowledge of the most frequent sound for each consonant.
b. Demonstrate knowledge of the short and long sounds for the five major vowels.
c. Decode consonant-vowel-consonant (CVC) words.
d. Encode consonant-vowel-consonant (CVC) words.

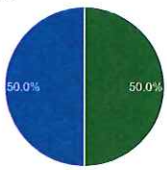
Please provide any needed comments.

McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH
					
• Very poor/no alignment	• Very good alignment	• Good alignment	• Very good alignment	• Fair alignment • Good alignment	• Fair alignment • Good alignment
Teacher Very poor/no alignment	Teacher Very good alignment	Teacher Good alignment Only looked at third grade and judged based on our phonics standard.	Teacher Very good alignment Teacher Very good alignment	Teacher Good alignment Teacher Fair alignment	Teacher Fair alignment Teacher Good alignment

4.

Materials support instruction that teaches students how to recognize and read with automaticity grade-level high frequency words.

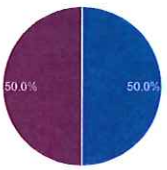
a. Recognize and read with automaticity the grade-level sight words.

McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH
					
• Very poor/no alignment	• Very good alignment	• Good alignment	• Very good alignment	• Good alignment	• Fair alignment • Good alignment
Teacher Very poor/no alignment	Teacher Very good alignment	Teacher Good alignment	Teacher Very good alignment Teacher Very good alignment	Teacher Good alignment Teacher Good alignment	Teacher Fair alignment Teacher Good alignment

5.

Reading Prose and Poetry Indicators

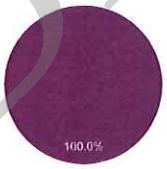
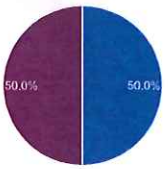
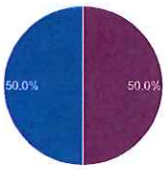
a. Materials include a sufficient number of prose and poetry that allow students to build grade specific knowledge of literary elements.

McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH
					
• Very poor/no alignment	• Very good alignment	• Good alignment	• Very good alignment	• Good alignment • Very good alignment	• Good alignment
Teacher Very poor/no alignment	Teacher Very good alignment	Teacher Good alignment	Teacher Very good alignment Teacher Very good alignment	Teacher Good alignment Teacher Very good alignment	Teacher Good alignment Teacher Good alignment

6.

Reading Prose and Poetry Indicators

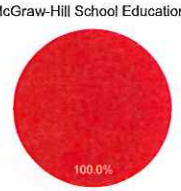
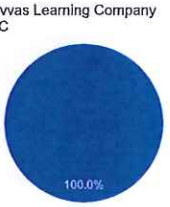
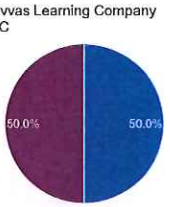
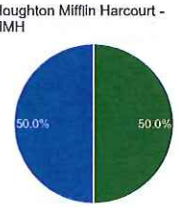
b. Materials support instruction that teaches students to understand and analyze prose and poetry to determine theme.

McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH
					
• Very poor/no alignment	• Very good alignment	• Good alignment	• Very good alignment	• Good alignment • Very good alignment	• Good alignment • Very good alignment
Teacher Very poor/no alignment	Teacher Very good alignment	Teacher Good alignment	Teacher Very good alignment Teacher Very good alignment	Teacher Good alignment Teacher Very good alignment	Teacher Very good alignment Teacher Good alignment

7.

Reading Prose and Poetry Indicators

c. Materials support instruction that teaches students to understand and analyze various perspectives and points of view for prose and poetry with increasing complexity.

McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH
					
• Very poor/no alignment	• Very good alignment	• Good alignment	• Very good alignment	• Good alignment • Very good alignment	• Fair alignment • Good alignment
Teacher Very poor/no alignment	Teacher Very good alignment	Teacher Good alignment	Teacher Very good alignment There is lots of different cultutal points of view and perspective. Teacher Very good alignment	Teacher Good alignment Teacher Very good alignment	Teacher Fair alignment Teacher Good alignment

8.

Reading Prose and Poetry Indicators

d. Instructional opportunities are frequently built into the

McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH

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materials for student to practice and achieve reading fluency, that is, to read on-level prose and poetry with accuracy, rate, appropriate to the text, and expression.



• Very poor/no alignment

Teacher
Very poor/no alignment



• Very good alignment

Teacher
Very good alignment



• Good alignment

Teacher
Good alignment

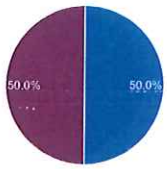


• Very good alignment

Teacher
Very good alignment

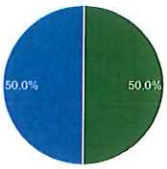
Students are working on the same story all week.

Teacher
Very good alignment



• Good alignment
• Very good alignment

Teacher
Good alignment
Teacher
Very good alignment



• Fair alignment
• Good alignment

Teacher
Fair alignment
Teacher
Good alignment

9.

Reading Informational Text Indicators

a. Specific texts are included in materials for teaching various text structures to support comprehension and careful reading of informational text.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very good alignment

Teacher
Very good alignment

Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment

Savvas Learning Company LLC



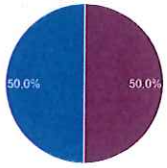
• Very good alignment

Teacher
Very good alignment

All text stuctures are evident.

Teacher
Very good alignment

Savvas Learning Company LLC



• Good alignment
• Very good alignment

Teacher
Very good alignment
Teacher
Good alignment

Houghton Mifflin Harcourt - HMH



• Good alignment

Teacher
Good alignment
Teacher
Good alignment

10.

Reading Informational Text Indicators

b. Materials support instruction that teaches students to identify and describe or explain ideas (central idea) for informational text in a progressively more complex manner.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very good alignment

Teacher
Very good alignment

Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



• Very good alignment

Teacher
Very good alignment
Teacher
Very good alignment

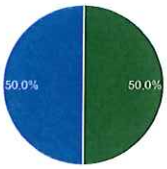
Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment
Teacher
Good alignment

Houghton Mifflin Harcourt - HMH



• Fair alignment
• Good alignment

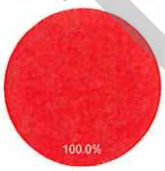
Teacher
Fair alignment
Teacher
Good alignment

11.

Reading Informational Text Indicators

c. Materials support instruction that teaches student to understand and analyze various purposes and perspectives for informational text with increasing complexity.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very good alignment

Teacher
Very good alignment

Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment

Savvas Learning Company LLC



• Very good alignment

Teacher
Very good alignment
Teacher
Very good alignment

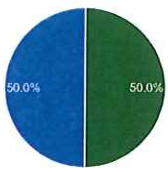
Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment
Teacher
Good alignment

Houghton Mifflin Harcourt - HMH



• Fair alignment
• Good alignment

Teacher
Fair alignment
Teacher
Good alignment

12.

Reading Informational Text Indicators

d. Materials contain questions and tasks that require students to use text-based evidence to make arguments with increasing complexity.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very good alignment

Teacher
Very good alignment

Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment

Savvas Learning Company LLC



• Very good alignment

Teacher
Very good alignment
Teacher
Very good alignment

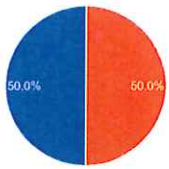
Savvas Learning Company LLC



• Very good alignment

Teacher
Very good alignment
Teacher
Very good alignment

Houghton Mifflin Harcourt - HMH



• Poor alignment
• Good alignment

Teacher
Poor alignment
Teacher
Good alignment

13.

Reading Across Genres Indicators

a. Materials include instruction for students to understand figurative language, word

McGraw-Hill School Education

McGraw-Hill School Education

Savvas Learning Company LLC

Savvas Learning Company LLC

Savvas Learning Company LLC

Houghton Mifflin Harcourt - HMH

DRAFT

relationships, and nuances in word meaning in the contextual framework of various genres.



• Very poor/no alignment

Teacher
Very poor/no alignment



• Very good alignment

Teacher
Very good alignment



• Good alignment

Teacher
Good alignment



• Very good alignment

Teacher
Very good alignment

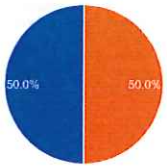
This is in every unit

Teacher
Very good alignment



• Good alignment

Teacher
Good alignment
Teacher
Good alignment



• Poor alignment
• Good alignment

Teacher
Poor alignment
Teacher
Good alignment

14.

Reading Across Genres Indicators

b. Materials include instruction for students to understand how to paraphrase and summarize content from grade-level texts with increasing complexity.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very good alignment

Teacher
Very good alignment

Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment

Savvas Learning Company LLC



• Very good alignment

Teacher
Very good alignment
Teacher
Very good alignment

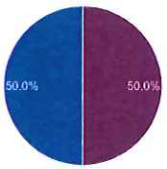
Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment
Teacher
Good alignment

Houghton Mifflin Harcourt - HMH



• Good alignment
• Very good alignment

Teacher
Very good alignment
Teacher
Good alignment

15.

Reading Across Genres Indicators

c. Materials support instruction that teaches students to compare and contrast or analyze information within and across genres with increasing complexity.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

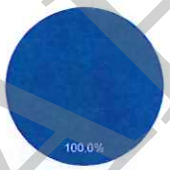
McGraw-Hill School Education



• Very good alignment

Teacher
Very good alignment

Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment

Savvas Learning Company LLC



• Very good alignment

Teacher
Very good alignment
Teacher
Very good alignment

Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment
Teacher
Good alignment

Houghton Mifflin Harcourt - HMH



• Good alignment

Teacher
Good alignment
Teacher
Good alignment

16.

Communicating Through Writing Indicators

a. Materials support instruction that teaches students how to print letters with increasing complexity.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Very good alignment

Teacher
Very good alignment

Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

We had an example of cursive reference sheet but didn't see lessons.

Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment

Cursive instruction is located in the thrid grade TE. The 4th grade pages instruct students to write in legible cursive.

Teacher
Good alignment

Printing letters is not an applicable standard in 4th grade and is not exposed int he 4th grade material.

Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment
Teacher
Good alignment

Houghton Mifflin Harcourt - HMH



• Very poor/no alignment
• Fair alignment

Teacher
Fair alignment
Teacher
Very poor/no alignment

17.

Communicating Through Writing Indicators

b.Materials support instruction that teaches students how to create narratives with increasing complexity.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Good alignment

Teacher
Good alignment

Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment

Savvas Learning Company LLC



• Very good alignment

Teacher
Very good alignment

Units are geared toward skill and the mini lessons build on each other.

Teacher

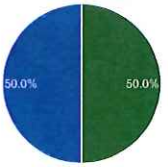
Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment
Teacher
Good alignment

Houghton Mifflin Harcourt - HMH



• Fair alignment
• Good alignment

Teacher
Fair alignment

Will the Writer's Notebook (Student Practice Book) be provided?

DRAFT

18.

Communicating Through Writing Indicators

c. Materials support instruction that teaches students how to express opinions and make claims with increasing complexity.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Good alignment

Teacher
Good alignment

Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment

Very good alignment

Savvas Learning Company LLC



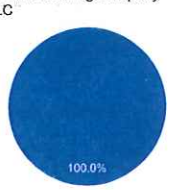
• Very good alignment

Teacher
Very good alignment

Units are geared toward skill and the mini lessons build on each other.

Teacher
Very good alignment

Savvas Learning Company LLC

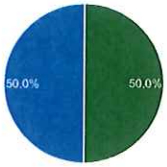


• Good alignment

Teacher
Good alignment
Teacher
Good alignment

Teacher
Good alignment

Houghton Mifflin Harcourt - HMH



• Fair alignment
• Good alignment

Teacher
Fair alignment
Teacher
Good alignment

19.

Communicating Through Writing Indicators

d. Materials support instruction that teaches students how to create expository texts with increasing complexity.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

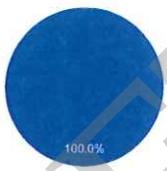
McGraw-Hill School Education



• Good alignment

Teacher
Good alignment

Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment

Savvas Learning Company LLC



• Very good alignment

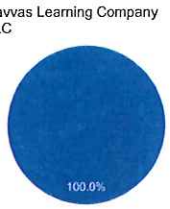
Teacher
Very good alignment

Units are geared toward skill and the mini lessons build on each other.

Teacher
Very good alignment

Evidence is shown to increase the difficulty of the skill in progression.

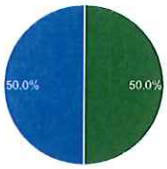
Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment
Teacher
Good alignment

Houghton Mifflin Harcourt - HMH



• Fair alignment
• Good alignment

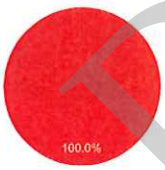
Teacher
Fair alignment
Teacher
Good alignment

20.

Communicating Through Writing Indicators

e.Materials support instruction that teaches students how to improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers with increasing complexity.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Good alignment

Teacher
Good alignment

Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment

Savvas Learning Company LLC



• Very good alignment

Teacher
Very good alignment

Lessons within the unit that address each topic.

Teacher
Very good alignment

Peer conferencing is demonstrated as well as the writing process

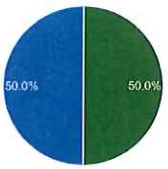
Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment
Teacher
Good alignment

Houghton Mifflin Harcourt - HMH



• Fair alignment
• Good alignment

Teacher
Fair alignment
Teacher
Good alignment

21.

Communicating Orally Indicators

a. Materials support instruction that teaches students how to present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation with increasing complexity.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Good alignment

Teacher
Good alignment

Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment

Savvas Learning Company LLC



• Very good alignment

Teacher
Very good alignment
Teacher
Very good alignment

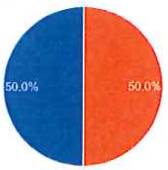
Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment
Teacher
Good alignment

Houghton Mifflin Harcourt - HMH



• Poor alignment
• Good alignment

Teacher
Poor alignment
Teacher
Good alignment

22.

Following Conventions Indicators

a. Materials support instruction that teaches students grade-appropriate conventions. See Conventions Progression Chart

McGraw-Hill School Education

McGraw-Hill School Education

Savvas Learning Company LLC

Savvas Learning Company LLC

Savvas Learning Company LLC

Houghton Mifflin Harcourt - HMH

DRAFT



• Very poor/no alignment

Teacher
Very poor/no alignment



• Good alignment

Teacher
Good alignment



• Good alignment

Teacher
Good alignment



• Very good alignment

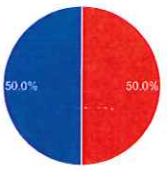
Teacher
Very good alignment
Teacher
Very good alignment

Opportunities to work on conventions is present in all units



• Good alignment

Teacher
Good alignment
Teacher
Good alignment



• Very poor/no alignment
• Good alignment

Teacher
Very poor/no alignment

Will we be receiving the grammar notebook? (This score would change if we received this resource)

Teacher
Good alignment

If we get the Know It, Show It and Grammar workbook

23.

Researching Indicators

a. Materials include extensive practice with short, focused research projects that allow students to have multiple experiences with the research process throughout the year and facilitate development of the ability to conduct research independently.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

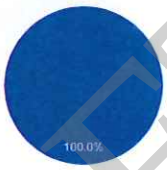
McGraw-Hill School Education



• Good alignment

Teacher
Good alignment

Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment

Savvas Learning Company LLC



• Very good alignment

Teacher
Very good alignment

During project inquirys, researching is a componant of the lesson.

Teacher
Very good alignment

Project is available at the end of the unit for lesson extensions

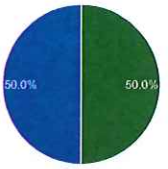
Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment
Teacher
Good alignment

Houghton Mifflin Harcourt - HMH



• Fair alignment
• Good alignment

Teacher
Fair alignment
Teacher
Good alignment

24.

Creating and Collaborating Indicators

a. Materials include activities for students to use multimedia elements to enhance oral or written tasks with increasing complexity.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Good alignment

Teacher
Good alignment

Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment

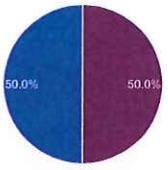
Savvas Learning Company LLC



• Very good alignment

Teacher
Very good alignment
Teacher
Very good alignment

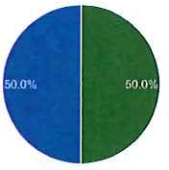
Savvas Learning Company LLC



• Good alignment
• Very good alignment

Teacher
Very good alignment
Teacher
Good alignment

Houghton Mifflin Harcourt - HMH



• Fair alignment
• Good alignment

Teacher
Fair alignment
Teacher
Good alignment

25.

Creating and Collaborating Indicators

b. Materials include activities for students to use digital writing tools individually or collaboratively to plan, draft, and revise writing with increasing complexity.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Good alignment

Teacher
Good alignment

Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



• Very good alignment

Teacher
Very good alignment
Teacher
Very good alignment

Online component provides opportunities for students to work on writing skills

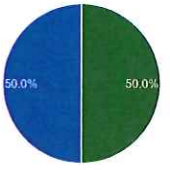
Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment
Teacher
Good alignment

Houghton Mifflin Harcourt - HMH



• Fair alignment
• Good alignment

Teacher
Fair alignment
Teacher
Good alignment

26.

Find Meaning Indicators

a. Materials include activities for students to acquire and use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being

McGraw-Hill School Education



• Very poor/no alignment

McGraw-Hill School Education



• Good alignment

Savvas Learning Company LLC



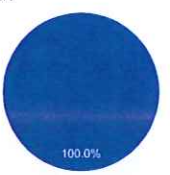
Savvas Learning Company LLC



Savvas Learning Company LLC



Houghton Mifflin Harcourt - HMH



DRAFT

and that are basic to a particular topic.

Teacher
Very poor/no alignment

Teacher
Good alignment

• Good alignment

Teacher
Good alignment

• Very good alignment

Teacher
Very good alignment
Teacher
Very good alignment

• Good alignment

Teacher
Good alignment
Teacher
Good alignment

• Good alignment

Teacher
Good alignment
Teacher
Good alignment

27.

Find Meaning Indicators

b.Materials provide instruction on the structure of words and parts of words, such as stems, root words, prefixes, and suffixes to determine meanings of words and phrases in grade-level content.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Good alignment

Teacher
Good alignment

Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment

Savvas Learning Company LLC



• Very good alignment

Teacher
Very good alignment
Teacher
Very good alignment

Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment
Teacher
Good alignment

Houghton Mifflin Harcourt - HMH



• Good alignment

Teacher
Good alignment
Teacher
Good alignment

28.

Find Meaning Indicators

c.Materials provide students with ample opportunities to use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Good alignment

Teacher
Good alignment

Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment

Savvas Learning Company LLC



• Very good alignment

Teacher
Very good alignment
Teacher
Very good alignment

This was evident in all units

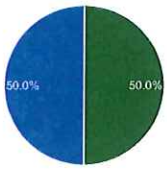
Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment
Teacher
Good alignment

Houghton Mifflin Harcourt - HMH



• Fair alignment
• Good alignment

Teacher
Fair alignment
Teacher
Good alignment

4.

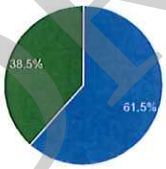
Addressing the Needs of All Learners

McGraw-Hill School Education



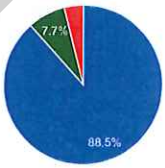
• Very poor/no alignment

McGraw-Hill School Education



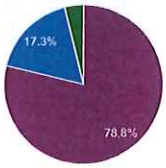
• Fair alignment
• Good alignment

Savvas Learning Company LLC



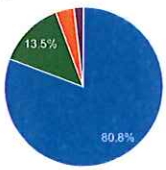
• Very poor/no alignment
• Fair alignment
• Good alignment

Savvas Learning Company LLC



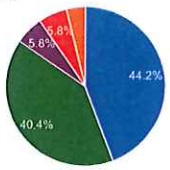
• Fair alignment
• Good alignment
• Very good alignment

Savvas Learning Company LLC



• Poor alignment
• Fair alignment
• Good alignment
• Very good alignment

Houghton Mifflin Harcourt - HMH



• Very poor/no alignment
• Poor alignment
• Fair alignment
• Good alignment
• Very good alignment

1.

DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION)

a. Materials provide lessons to support the teacher with planning for differentiated instruction (includes suggested language, questions, pacing, scaffolding strategies, etc.).

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Good alignment

Teacher
Good alignment

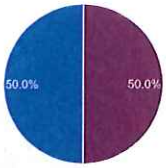
Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment

Savvas Learning Company LLC



• Good alignment
• Very good alignment

Teacher
Very good alignment
Teacher
Good alignment

Unsure if materials for small groups will be provided, but online component provides resources for this

Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment
Teacher
Good alignment

Houghton Mifflin Harcourt - HMH



• Good alignment

Teacher
Good alignment
Teacher
Good alignment

If we get the table top mini lessons

2.

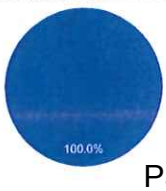
DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION)

b. Questions and tasks support the development of academic language and content-based vocabulary.

McGraw-Hill School Education



McGraw-Hill School Education



Savvas Learning Company LLC



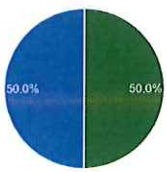
Savvas Learning Company LLC



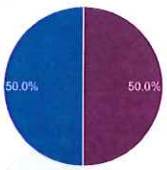
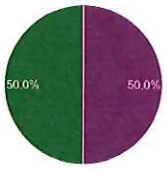
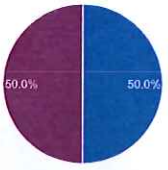
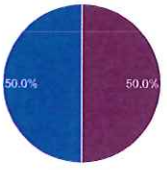
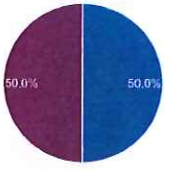
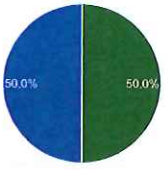
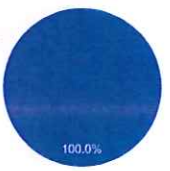
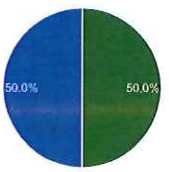
Savvas Learning Company LLC



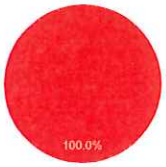
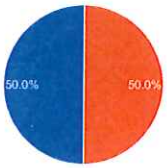
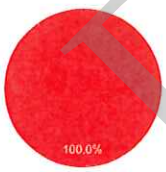
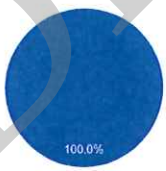
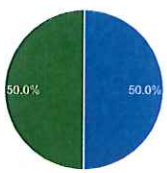
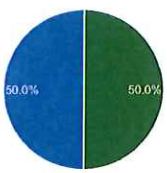
Houghton Mifflin Harcourt - HMH



DRAFT

	• Very poor/no alignment	• Good alignment	• Good alignment	• Very good alignment	• Good alignment	• Fair alignment • Good alignment
	Teacher Very poor/no alignment	Teacher Good alignment	Teacher Good alignment	Teacher Very good alignment Teacher Very good alignment	Teacher Good alignment Teacher Good alignment	Teacher Fair alignment Teacher Good alignment
3. DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION) c. Materials are flexible enough that teachers can use their own student data to make instructional decisions.	McGraw-Hill School Education 	McGraw-Hill School Education 	Savvas Learning Company LLC 	Savvas Learning Company LLC 	Savvas Learning Company LLC 	Houghton Mifflin Harcourt - HMH 
	• Very poor/no alignment	• Good alignment	• Good alignment	• Good alignment • Very good alignment	• Good alignment	• Good alignment
	Teacher Very poor/no alignment	Teacher Good alignment	Teacher Good alignment	Teacher Very good alignment Teacher Good alignment	Teacher Good alignment Teacher Good alignment	Teacher Good alignment Teacher Good alignment
4. DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION) d. Language supports/scaffolds are aligned to academic tasks and address the four domains of language.	McGraw-Hill School Education 	McGraw-Hill School Education 	Savvas Learning Company LLC 	Savvas Learning Company LLC 	Savvas Learning Company LLC 	Houghton Mifflin Harcourt - HMH 
	• Very poor/no alignment	• Good alignment	• Good alignment	• Very good alignment	• Good alignment	• Fair alignment • Very good alignment
	Teacher Very poor/no alignment	Teacher Good alignment	Teacher Good alignment	Teacher Very good alignment Teacher Very good alignment	Teacher Good alignment Teacher Good alignment	Teacher Very good alignment If the resources for small group instruction is received. Teacher Fair alignment
5. DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION) e. Texts include a variety of genres and culturally relevant text types.	McGraw-Hill School Education 	McGraw-Hill School Education 	Savvas Learning Company LLC 	Savvas Learning Company LLC 	Savvas Learning Company LLC 	Houghton Mifflin Harcourt - HMH 
	• Very poor/no alignment	• Good alignment	• Good alignment	• Good alignment • Very good alignment	• Good alignment	• Good alignment • Very good alignment
	Teacher Very poor/no alignment	Teacher Good alignment	Teacher Good alignment	Teacher Good alignment Teacher Very good alignment There are many diverse stories that encompass different cultures	Teacher Good alignment Teacher Good alignment	Teacher Very good alignment Teacher Good alignment
6. DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION) f. Materials provide multiple means of representation including but not limited to pictures, graphs, videos, graphic organizers, hands-on/kinesthetic activities, etc.	McGraw-Hill School Education 	McGraw-Hill School Education 	Savvas Learning Company LLC 	Savvas Learning Company LLC 	Savvas Learning Company LLC 	Houghton Mifflin Harcourt - HMH 
	• Very poor/no alignment	• Good alignment	• Good alignment	• Very good alignment	• Good alignment • Very good alignment	• Fair alignment • Good alignment
	Teacher Very poor/no alignment	Teacher Good alignment	Teacher Good alignment	Teacher Very good alignment Teacher Very good alignment There are many pictures and age appropriate media for the students	Teacher Good alignment Teacher Very good alignment	Teacher Fair alignment Teacher Good alignment
7. DIFFERENTIATED INSTRUCTION(SMALL GROUP INSTRUCTION) g. Lessons and materials are available for differentiating instruction for students who are having difficulty or need enrichment.	McGraw-Hill School Education 	McGraw-Hill School Education 	Savvas Learning Company LLC 	Savvas Learning Company LLC 	Savvas Learning Company LLC 	Houghton Mifflin Harcourt - HMH 

DRAFT

	• Very poor/no alignment Teacher Very poor/no alignment	• Good alignment Teacher Good alignment	• Good alignment Teacher Good alignment	• Very good alignment Teacher Very good alignment Teacher Very good alignment	• Good alignment Teacher Good alignment Teacher Good alignment	• Fair alignment • Good alignment Teacher Fair alignment If given resources. Teacher Good alignment
8. ELL Instructional Support a. Multilingual, culturally relevant resources are available in various languages, in print or digital format (at minimum in Spanish, Haitian-Creole, and Portuguese).	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Good alignment Teacher Good alignment	Savvas Learning Company LLC  • Good alignment Teacher Good alignment	Savvas Learning Company LLC  • Very good alignment Teacher Very good alignment All material is available online in other languages Teacher Very good alignment	Savvas Learning Company LLC  • Good alignment Teacher Good alignment Teacher Good alignment	Houghton Mifflin Harcourt - HMH  • Fair alignment Teacher Fair alignment Only for Spanish Teacher Fair alignment
9. ELL Instructional Support b. Materials provide multiple opportunities for extended academic discourse (oral and written) through richly developed diverse text-dependent and text-specific questions.	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Good alignment Teacher Good alignment	Savvas Learning Company LLC  • Good alignment Teacher Good alignment	Savvas Learning Company LLC  • Very good alignment Teacher Very good alignment Test Prep, Summative assessments, Progress check-ups, and project based inquirys at the end of the units. Teacher Very good alignment	Savvas Learning Company LLC  • Good alignment Teacher Good alignment Teacher Good alignment	Houghton Mifflin Harcourt - HMH  • Poor alignment • Good alignment Teacher Poor alignment Teacher Good alignment
10. ELL Instructional Support c. Lessons specify the necessary academic language and vocabulary to master the concepts without sacrificing the grade-level content, the rigor, or the home language.	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Good alignment Teacher Good alignment	Savvas Learning Company LLC  • Good alignment Teacher Good alignment	Savvas Learning Company LLC  • Very good alignment Teacher Very good alignment Dual language support, and ELL in TE Teacher Very good alignment Multiple resources available, test prep, summative, project based, and weekly check ups	Savvas Learning Company LLC  • Good alignment Teacher Good alignment Teacher Good alignment	Houghton Mifflin Harcourt - HMH  • Good alignment Teacher Good alignment Teacher Good alignment
11. ELL Instructional Support d. Materials specify the language demands and challenges students may encounter at different levels of standard English language proficiency and opportunities for teachers to address those challenges along the progression of language acquisition. (preferably at the lesson level)	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Good alignment Teacher Good alignment	Savvas Learning Company LLC  • Good alignment Teacher Good alignment	Savvas Learning Company LLC  • Very good alignment Teacher Very good alignment Each lesson has ELL componants Teacher Very good alignment Available in the TE	Savvas Learning Company LLC  • Fair alignment • Good alignment Teacher Good alignment Teacher Fair alignment	Houghton Mifflin Harcourt - HMH  • Fair alignment • Good alignment Teacher Fair alignment Teacher Good alignment
12.	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH

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13.

ELL Instructional Support

f. Differentiation and support are provided for supporting English Learners, students who are having difficulty, and those who need acceleration. Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g. alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.)

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Good alignment

Teacher
Good alignment

Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment

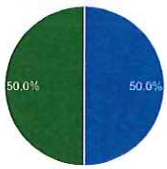
Savvas Learning Company LLC



• Very good alignment

Teacher
Very good alignment
Teacher
Very good alignment

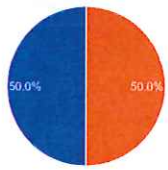
Savvas Learning Company LLC



• Fair alignment
• Good alignment

Teacher
Good alignment
Teacher
Fair alignment

Houghton Mifflin Harcourt - HMH



• Poor alignment
• Good alignment

Teacher
Poor alignment
Teacher
Good alignment

14.

ESE Instructional Support

a. Aligned modified standards (Florida Access Points) are identified in teacher resource materials and lesson plans at point of use (in print or digital format).

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Good alignment

Teacher
Good alignment

Savvas Learning Company LLC



• Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



• Fair alignment

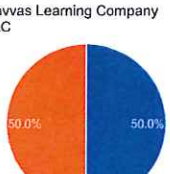
Teacher
Fair alignment

We beleive it might be online.

Teacher
Fair alignment

Could not find sufficient evidence of access points in materials provided

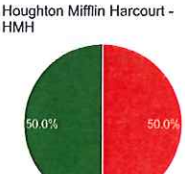
Savvas Learning Company LLC



• Poor alignment
• Good alignment

Teacher
Good alignment
Teacher
Poor alignment

Houghton Mifflin Harcourt - HMH



• Very poor/no alignment
• Fair alignment

Teacher
Very poor/no alignment
Teacher
Fair alignment

15.

ESE Instructional Support

b. Instructional strategies, materials, and resources for teachers of gifted students are provided.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Good alignment

Teacher
Good alignment

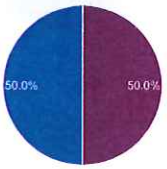
Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment

Savvas Learning Company LLC



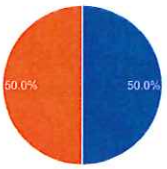
• Good alignment
• Very good alignment

Teacher
Very good alignment

Instruction for advanced students are in lessons.

Teacher
Good alignment

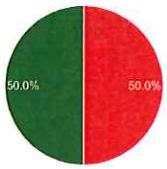
Savvas Learning Company LLC



• Poor alignment
• Good alignment

Teacher
Good alignment
Teacher
Poor alignment

Houghton Mifflin Harcourt - HMH



• Very poor/no alignment
• Fair alignment

Teacher
Very poor/no alignment
Teacher
Fair alignment

16.

ESE Instructional Support

c. Materials, resources, and ancillary materials provide support for language comprehension (support for clearly defining critical vocabulary including photos, images, symbolic representation, teaches vocabulary in ways that promote connection to learners and prior knowledge, etc.).

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Good alignment

Teacher
Good alignment

Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment

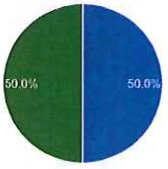
Savvas Learning Company LLC



• Very good alignment

Teacher
Very good alignment
Teacher
Very good alignment

Savvas Learning Company LLC



• Fair alignment
• Good alignment

Teacher
Good alignment
Teacher

Houghton Mifflin Harcourt - HMH



• Fair alignment

Teacher
Fair alignment
Teacher
Fair alignment

DRAFT

17.

ESE Instructional Support

d. Materials, resources, and ancillary materials address the needs of learners through a variety of scaffolding methods that can be gradually released.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment

Savvas Learning Company LLC

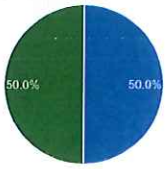


• Very good alignment

Teacher
Very good alignment
Teacher
Very good alignment

Fair alignment

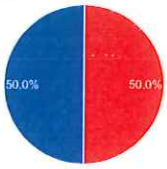
Savvas Learning Company LLC



• Fair alignment
• Good alignment

Teacher
Good alignment
Teacher
Fair alignment

Houghton Mifflin Harcourt - HMH



• Very poor/no alignment
• Good alignment

Teacher
Very poor/no alignment
Teacher
Good alignment

18.

ESE Instructional Support

e. Materials and resources include explicit, systematic, and multisensory reading instruction in phonological awareness and phonics instruction for students who continue to struggle with foundational skills in grades K to 5.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Good alignment

Teacher
Good alignment

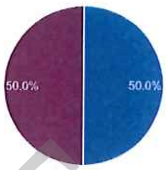
Savvas Learning Company LLC



• Very poor/no alignment

Teacher
Very poor/no alignment

Savvas Learning Company LLC



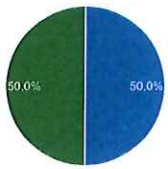
• Good alignment
• Very good alignment

Teacher
Good alignment

Successmaker,

Teacher
Very good alignment

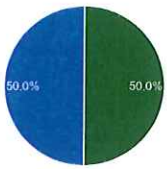
Savvas Learning Company LLC



• Fair alignment
• Good alignment

Teacher
Good alignment
Teacher
Fair alignment

Houghton Mifflin Harcourt - HMH



• Fair alignment
• Good alignment

Teacher
Fair alignment
Teacher
Good alignment

19.

Cultural Awareness Instructional Support

a. Materials and resources are rich in cultural diversity and relatable to students of various backgrounds. Materials use multiple and diverse examples that do not marginalize students. The examples speak across gender, cultures, socioeconomic status, age, and religion.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment

Savvas Learning Company LLC



• Very good alignment

Teacher
Very good alignment
Teacher
Very good alignment

Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment
Teacher
Good alignment

Houghton Mifflin Harcourt - HMH



• Good alignment

Teacher
Good alignment
Teacher
Good alignment

20.

Cultural Awareness Instructional Support

b. Instructional materials and resources should specifically include a variety of culturally relevant teaching strategies to support the learning of African/Hispanic/Latino descent students.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment

Savvas Learning Company LLC



• Very good alignment

Teacher
Very good alignment
Teacher
Very good alignment

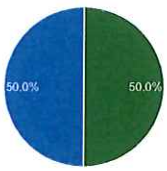
Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment
Teacher
Good alignment

Houghton Mifflin Harcourt - HMH



• Fair alignment
• Good alignment

Teacher
Fair alignment
Teacher
Good alignment

21.

Cultural Awareness Instructional Support

c. Materials and resources should include texts written by and about people of African/Hispanic/Latino descent, and be free from racial, linguistic, and gender stereotypes. Content intentionally includes authors of diverse backgrounds and discusses contributions made by historically underrepresented groups.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment

Savvas Learning Company LLC



• Very good alignment

Teacher
Very good alignment
Teacher
Very good alignment

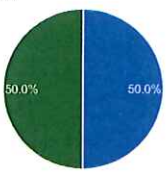
Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment
Teacher
Good alignment

Houghton Mifflin Harcourt - HMH



• Fair alignment
• Good alignment

Teacher
Good alignment
Teacher
Fair alignment

22.

Cultural Awareness Instructional Support

d. Culturally infused resources support the teacher with opportunities to

McGraw-Hill School Education

McGraw-Hill School Education

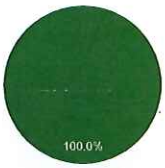
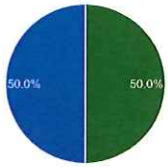
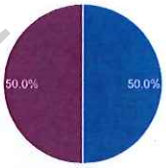
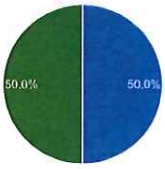
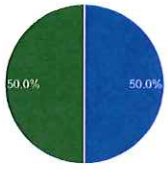
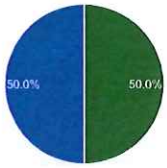
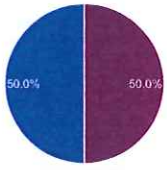
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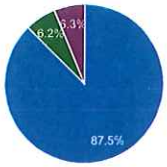
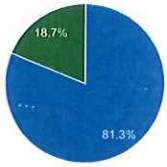
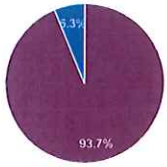
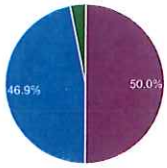
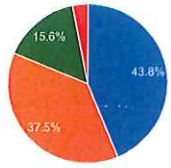
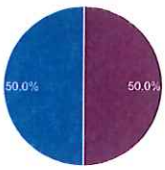
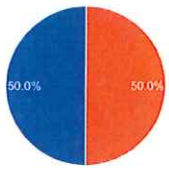
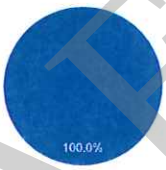
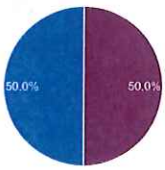
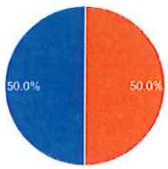
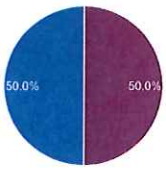
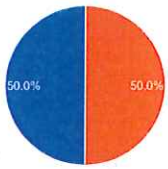
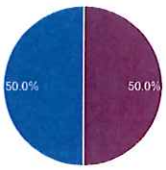
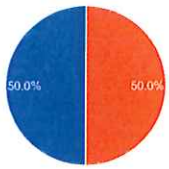
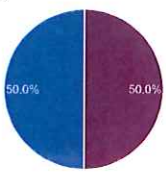
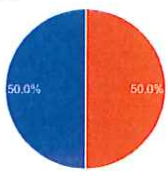
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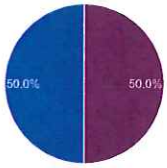
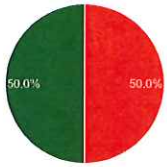
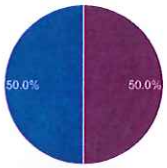
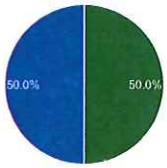
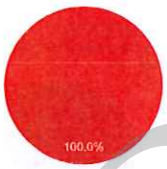
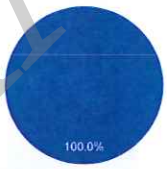
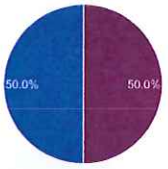
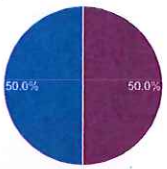
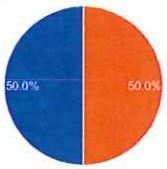
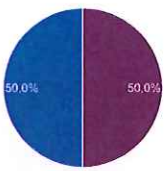
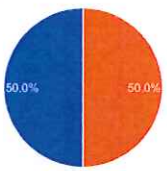
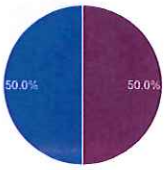
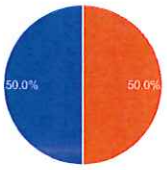
DRAFT

	engage and motivate a diversity of ideas and perspectives amongst diverse student populations, through active learning and collaboration, taking into consideration language proficiency levels.	 • Very poor/no alignment	 • Fair alignment	 • Good alignment	 • Very good alignment	 • Good alignment	 • Fair alignment • Good alignment
		Teacher Very poor/no alignment	Teacher Fair alignment	Teacher Good alignment	Teacher Very good alignment Teacher Very good alignment	Teacher Good alignment Teacher Good alignment	Teacher Fair alignment Teacher Good alignment
23.	Cultural Awareness Instructional Support e. All materials use intentional inclusive language and do not include stereotypes or value judgments concerning gender, race, ethnicity, or ability.	McGraw-Hill School Education  • Very poor/no alignment	McGraw-Hill School Education  • Fair alignment	Savvas Learning Company LLC  • Good alignment	Savvas Learning Company LLC  • Good alignment	Savvas Learning Company LLC  • Good alignment	Houghton Mifflin Harcourt - HMH  • Fair alignment
		Teacher Very poor/no alignment	Teacher Fair alignment	Teacher Good alignment	Teacher Good alignment Did not read every story Teacher Good alignment We were not able to read all stories	Teacher Good alignment Teacher Good alignment	Teacher Fair alignment We do not have time to read ALL texts. Teacher Fair alignment
24.	Cultural Awareness Instructional Support f. The voices of people from different cultures,genders, sexualities, and with differing abilities are heard and not just spoken about by others.	McGraw-Hill School Education  • Very poor/no alignment	McGraw-Hill School Education  • Fair alignment	Savvas Learning Company LLC  • Good alignment	Savvas Learning Company LLC  • Good alignment • Very good alignment	Savvas Learning Company LLC  • Fair alignment • Good alignment	Houghton Mifflin Harcourt - HMH  • Fair alignment • Good alignment
		Teacher Very poor/no alignment	Teacher Fair alignment	Teacher Good alignment	Teacher Good alignment To the access of materials we have yes Teacher Very good alignment	Teacher Good alignment Teacher Fair alignment	Teacher Good alignment Teacher Fair alignment
25.	Cultural Awareness Instructional Support g. The discussion portions of the curriculum encourage students to bring their worlds and experiences to bear on the discussions at hand.	McGraw-Hill School Education  • Very poor/no alignment	McGraw-Hill School Education  • Fair alignment	Savvas Learning Company LLC  • Good alignment	Savvas Learning Company LLC  • Very good alignment	Savvas Learning Company LLC  • Good alignment	Houghton Mifflin Harcourt - HMH  • Fair alignment • Good alignment
		Teacher Very poor/no alignment	Teacher Fair alignment	Teacher Good alignment	Teacher Very good alignment Teacher Very good alignment	Teacher Good alignment Teacher Good alignment	Teacher Fair alignment Teacher Good alignment
26.	Social Emotional Learning (SEL) Instructional Support a. Lessons infuse Casel's Social Emotional Learning competencies (Self Awareness, Social Awareness, Responsible Decision Making, Self-Management, and Relationship Skills).	McGraw-Hill School Education  • Very poor/no alignment	McGraw-Hill School Education  • Fair alignment	Savvas Learning Company LLC  • Fair alignment	Savvas Learning Company LLC  • Very good alignment	Savvas Learning Company LLC  • Good alignment	Houghton Mifflin Harcourt - HMH  • Good alignment • Very good alignment
		Teacher Very poor/no alignment	Teacher Fair alignment	Teacher Fair alignment	Teacher Very good alignment Teacher Very good alignment	Teacher Good alignment Teacher Good alignment	Teacher Very good alignment Teacher Good alignment
5.	High Quality Instruction and Assessment: Unit Design,	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH

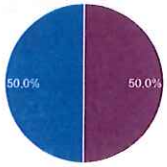
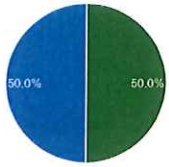
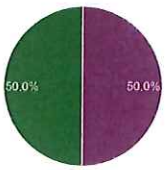
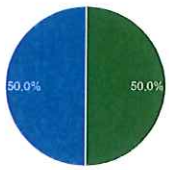
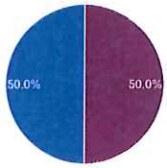
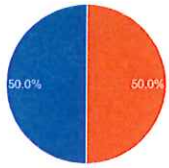
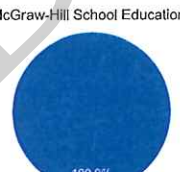
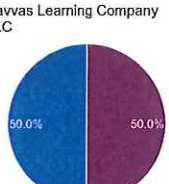
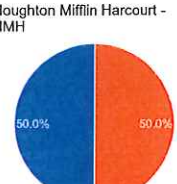
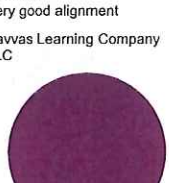
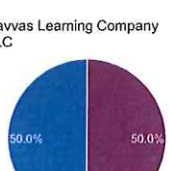
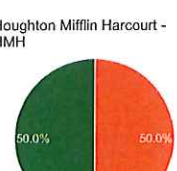
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Text Sets, Questions, and Tasks						
						
	• Very poor/no alignment	• Fair alignment • Good alignment • Very good alignment	• Fair alignment • Good alignment	• Good alignment • Very good alignment	• Fair alignment • Good alignment • Very good alignment	• Very poor/no alignment • Poor alignment • Fair alignment • Good alignment
1. Units and lessons are designed to build around topics and/or enduring understandings and allow for multiple and varied opportunities to engage in texts including lessons that infuse opportunities to enhance instruction with technology, keeping in mind the digital divide. Materials support the teacher with ways to check for understanding.	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Good alignment Teacher Good alignment	Savvas Learning Company LLC  • Good alignment Teacher Good alignment	Savvas Learning Company LLC  • Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  • Good alignment • Very good alignment Teacher Very good alignment Teacher Good alignment	Houghton Mifflin Harcourt - HMH  • Poor alignment • Good alignment Teacher Poor alignment Teacher Good alignment
2. Most units and lessons are designed to build student knowledge of the text(s) and topic through integration of the standards but not through exclusive or isolated focus on skills or individual standards (through drawing, dictating, writing, speaking or a combination, as appropriate).	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Good alignment Teacher Good alignment	Savvas Learning Company LLC  • Good alignment Teacher Good alignment	Savvas Learning Company LLC  • Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  • Good alignment • Very good alignment Teacher Very good alignment Teacher Good alignment	Houghton Mifflin Harcourt - HMH  • Poor alignment • Good alignment Teacher Poor alignment Teacher Good alignment
3. Materials provide frequent opportunities and protocols for evidence-based discussions (small group, peer-to-peer, whole class) that encourage the modeling and use of academic vocabulary and syntax.	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Good alignment Teacher Good alignment	Savvas Learning Company LLC  • Good alignment Teacher Good alignment	Savvas Learning Company LLC  • Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  • Good alignment • Very good alignment Teacher Very good alignment Teacher Good alignment	Houghton Mifflin Harcourt - HMH  • Poor alignment • Good alignment Teacher Poor alignment Teacher Good alignment
4. Materials support students' listening and speaking about what they are reading (or listening to through read alouds) and researching (shared projects) with relevant follow-up questions and supports. Materials support the teacher with ways to check for understanding.	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Good alignment Teacher Good alignment	Savvas Learning Company LLC  • Fair alignment Teacher Fair alignment	Savvas Learning Company LLC  • Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  • Good alignment • Very good alignment Teacher Very good alignment Teacher Good alignment	Houghton Mifflin Harcourt - HMH  • Poor alignment • Good alignment Teacher Poor alignment Teacher Good alignment
5. Materials include explicit instruction of the grammar and conventions/language standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.	McGraw-Hill School Education  • Very poor/no alignment Teacher	McGraw-Hill School Education  • Very good alignment Teacher	Savvas Learning Company LLC  • Good alignment	Savvas Learning Company LLC  • Very good alignment	Savvas Learning Company LLC  • Good alignment • Very good alignment	Houghton Mifflin Harcourt - HMH  • Poor alignment • Good alignment

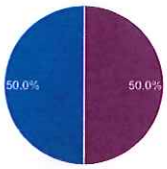
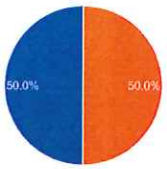
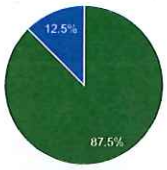
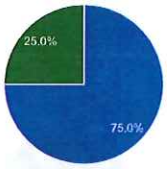
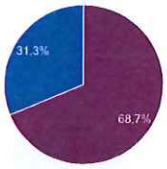
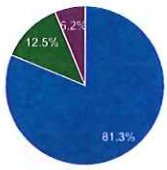
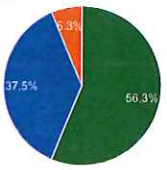
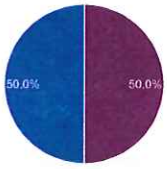
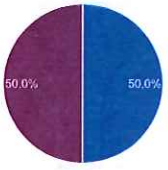
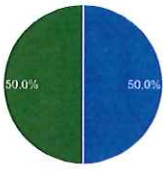
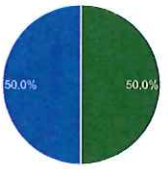
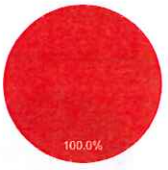
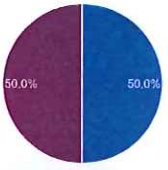
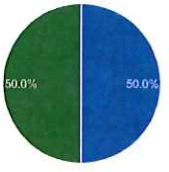
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	Very poor/no alignment	Very good alignment	Teacher Good alignment	Teacher Very good alignment Teacher Very good alignment	Teacher Very good alignment Teacher Good alignment	Teacher Poor alignment Teacher Good alignment If we get the appropriate books
6. Formative and Summative assessments clearly denote which standards are being emphasized, as well as interpretive guidance for teachers to monitor progress and provide interventions. There are a variety of assessments and item types, including performance tasks involving unique problem solving situations. Scoring rubrics are included, when appropriate. Assessment opportunities include multiple means of representation/modalities (Performance Tasks, Project Based Learning, Speeches, Presentations, etc.)	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Good alignment Teacher Good alignment	Savvas Learning Company LLC  • Good alignment Teacher Good alignment	Savvas Learning Company LLC  • Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  • Good alignment • Very good alignment Teacher Very good alignment Teacher Good alignment	Houghton Mifflin Harcourt - HMH  • Very poor/no alignment • Fair alignment Teacher Very poor/no alignment Teacher Fair alignment
7. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographic).	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Fair alignment Teacher Fair alignment	Savvas Learning Company LLC  • Good alignment Teacher Good alignment	Savvas Learning Company LLC  • Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  • Good alignment • Very good alignment Teacher Very good alignment Teacher Good alignment	Houghton Mifflin Harcourt - HMH  • Fair alignment • Good alignment Teacher Fair alignment Teacher Good alignment
8. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or in a language other than English, with extensive opportunities to work with grade level text and meet or exceed grade-level standards. Materials include 1/3 of the B.E.S.T. Standards Book List Correlation, and are represented in grade level instructional materials.	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Good alignment Teacher Good alignment	Savvas Learning Company LLC  • Good alignment Teacher Good alignment	Savvas Learning Company LLC  • Good alignment • Very good alignment Teacher Very good alignment There were 10 of the text listed for 4th grade Teacher Good alignment	Savvas Learning Company LLC  • Good alignment • Very good alignment Teacher Very good alignment Teacher Good alignment	Houghton Mifflin Harcourt - HMH  • Poor alignment • Good alignment Teacher Poor alignment Teacher Good alignment
9. Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Good alignment Teacher Good alignment	Savvas Learning Company LLC  • Good alignment Teacher Good alignment	Savvas Learning Company LLC  • Good alignment • Very good alignment Teacher Good alignment Book clubs, Extension activities, Teacher Very good alignment	Savvas Learning Company LLC  • Good alignment • Very good alignment Teacher Very good alignment Teacher Good alignment	Houghton Mifflin Harcourt - HMH  • Poor alignment • Good alignment Teacher Poor alignment Teacher Good alignment
10. Materials include regular opportunities for writing which is text-based to support recall of information, opinions with reasons, and relevant information appropriate for the grade level. Resources provide a variety of engagement strategies (cooperative learning structures, turn and talk, collaborative learning opportunities, etc.).	McGraw-Hill School Education  • Very poor/no alignment Teacher	McGraw-Hill School Education  • Good alignment Teacher	Savvas Learning Company LLC  • Good alignment	Savvas Learning Company LLC  • Very good alignment	Savvas Learning Company LLC  • Good alignment • Very good alignment	Houghton Mifflin Harcourt - HMH  • Poor alignment • Good alignment

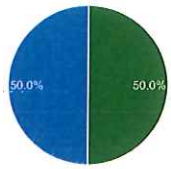
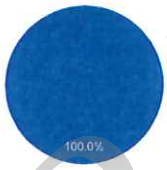
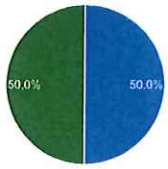
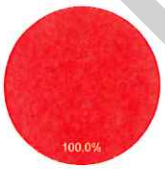
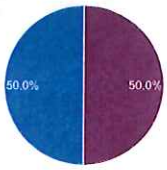
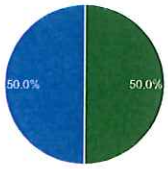
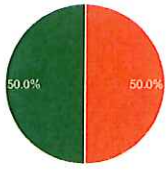
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	Very poor/no alignment	Good alignment	Teacher Good alignment	Teacher Very good alignment Teacher Very good alignment	Teacher Very good alignment Teacher Good alignment	Teacher Poor alignment Teacher Good alignment
11. Materials include a balance of literacy content, with 50% literary text and 50% informational text.	McGraw-Hill School Education  • Very poor/no alignment	McGraw-Hill School Education  • Good alignment	Savvas Learning Company LLC  • Good alignment	Savvas Learning Company LLC  • Very good alignment	Savvas Learning Company LLC  • Good alignment • Very good alignment	Houghton Mifflin Harcourt - HMH  • Fair alignment • Good alignment
	Teacher Very poor/no alignment	Teacher Good alignment	Teacher Good alignment	Teacher Very good alignment Teacher Very good alignment	Teacher Very good alignment Teacher Good alignment	Teacher Fair alignment Teacher Good alignment
12. Lessons include instructional routines/scripts.	McGraw-Hill School Education  • Very poor/no alignment	McGraw-Hill School Education  • Good alignment	Savvas Learning Company LLC  • Good alignment	Savvas Learning Company LLC  • Very good alignment	Savvas Learning Company LLC  • Fair alignment • Very good alignment	Houghton Mifflin Harcourt - HMH  • Fair alignment • Good alignment
	Teacher Very poor/no alignment	Teacher Good alignment	Teacher Good alignment	Teacher Very good alignment Teacher Very good alignment	Teacher Very good alignment Teacher Fair alignment	Teacher Fair alignment Teacher Good alignment
13. Routines include language for the teacher to introduce, define, or explain new skills through demonstration and modeling before students are asked to perform skills.	McGraw-Hill School Education  • Very poor/no alignment	McGraw-Hill School Education  • Good alignment	Savvas Learning Company LLC  • Good alignment	Savvas Learning Company LLC  • Very good alignment	Savvas Learning Company LLC  • Good alignment • Very good alignment	Houghton Mifflin Harcourt - HMH  • Poor alignment • Good alignment
	Teacher Very poor/no alignment	Teacher Good alignment	Teacher Good alignment	Teacher Very good alignment Teacher Very good alignment	Teacher Very good alignment Teacher Good alignment	Teacher Poor alignment Teacher Good alignment
14. Materials include a culminating review based on standards mastery.	McGraw-Hill School Education  • Very poor/no alignment	McGraw-Hill School Education  • Good alignment	Savvas Learning Company LLC  • Good alignment	Savvas Learning Company LLC  • Very good alignment	Savvas Learning Company LLC  • Good alignment • Very good alignment	Houghton Mifflin Harcourt - HMH  • Poor alignment • Good alignment
	Teacher Very poor/no alignment	Teacher Good alignment	Teacher Good alignment	Teacher Very good alignment Project based and weekly assessments Teacher Very good alignment	Teacher Very good alignment Teacher Good alignment	Teacher Poor alignment Teacher Good alignment
15. There are multiple opportunities for students to practice new skills with instruction for the teacher to give immediate corrective feedback.	McGraw-Hill School Education  • Very poor/no alignment	McGraw-Hill School Education  • Good alignment	Savvas Learning Company LLC  • Fair alignment	Savvas Learning Company LLC  • Very good alignment	Savvas Learning Company LLC  • Good alignment • Very good alignment	Houghton Mifflin Harcourt - HMH  • Poor alignment • Fair alignment
	Teacher Very poor/no alignment	Teacher Good alignment	Teacher Fair alignment	Teacher Very good alignment Teacher Very good alignment	Teacher Very good alignment Teacher Good alignment	Teacher Poor alignment Teacher Fair alignment
16.	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH

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	The content is written to the correct skill level of the standards and benchmarks in the course.	 • Very poor/no alignment Teacher Very poor/no alignment	 • Good alignment Teacher Good alignment	 • Fair alignment Teacher Fair alignment	 • Very good alignment Teacher Very good alignment Teacher Very good alignment	 • Good alignment • Very good alignment Teacher Very good alignment Teacher Good alignment	 • Poor alignment • Good alignment Teacher Poor alignment Teacher Good alignment
6.	Digital Platform	McGraw-Hill School Education  • Very poor/no alignment	McGraw-Hill School Education  • Fair alignment • Good alignment	Savvas Learning Company LLC  • Fair alignment • Good alignment	Savvas Learning Company LLC  • Good alignment • Very good alignment	Savvas Learning Company LLC  • Fair alignment • Good alignment • Very good alignment	Houghton Mifflin Harcourt - HMH  • Poor alignment • Fair alignment • Good alignment
1.	The digital materials are well-designed with a user-friendly layout and organization that takes into account effective lesson structure and pacing.	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Fair alignment Teacher Fair alignment	Savvas Learning Company LLC  • Good alignment Teacher Good alignment	Savvas Learning Company LLC  • Very good alignment Teacher Very good alignment Teacher Very good alignment	Savvas Learning Company LLC  • Good alignment • Very good alignment Teacher Very good alignment Teacher Good alignment	Houghton Mifflin Harcourt - HMH  • Fair alignment Teacher Fair alignment We don't have access. Teacher Fair alignment
2.	The digital student resources include ample review and practice resources, clear directions, and explanation beyond the print version.	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Fair alignment Teacher Fair alignment	Savvas Learning Company LLC  • Fair alignment Teacher Fair alignment	Savvas Learning Company LLC  • Good alignment • Very good alignment Teacher Good alignment Teacher Very good alignment Would need teacher training for digital component	Savvas Learning Company LLC  • Fair alignment • Good alignment Teacher Good alignment Teacher Fair alignment	Houghton Mifflin Harcourt - HMH  • Fair alignment • Good alignment Teacher Fair alignment Teacher Good alignment
3.	The digital materials contain teacher's edition with ample and useful annotations and suggestions on how to present the content to students on a digital platform by embedding technology to support and enhance student learning.	McGraw-Hill School Education  • Very poor/no alignment Teacher Very poor/no alignment	McGraw-Hill School Education  • Fair alignment Teacher Fair alignment	Savvas Learning Company LLC  • Good alignment Teacher Good alignment	Savvas Learning Company LLC  • Good alignment • Very good alignment Teacher Good alignment With training Teacher Very good alignment	Savvas Learning Company LLC  • Good alignment Teacher Good alignment Teacher Good alignment	Houghton Mifflin Harcourt - HMH  • Fair alignment • Good alignment Teacher Good alignment Teacher Fair alignment
4.	The digital materials contain built-in differentiation and scaffold supports such as annotation tools, text-to-speech, speech-to-text, etc.	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH

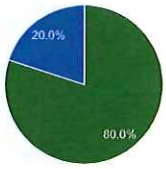
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	 • Very poor/no alignment	 • Fair alignment	 • Good alignment	 • Very good alignment	 • Good alignment	 • Fair alignment • Good alignment
	Teacher Very poor/no alignment	Teacher Fair alignment	Teacher Good alignment	Teacher Very good alignment Teacher Very good alignment	Teacher Good alignment Teacher Good alignment	Teacher Fair alignment Teacher Good alignment
5. The digital materials contain a teacher's edition that contains full, adult-level explanations on how to substitute, augment, modify, and redefine (SAMR) content on a digital platform to support and enhance student learning.	McGraw-Hill School Education  • Very poor/no alignment	McGraw-Hill School Education  • Fair alignment	Savvas Learning Company LLC  • Fair alignment	Savvas Learning Company LLC  • Good alignment	Savvas Learning Company LLC  • Good alignment	Houghton Mifflin Harcourt - HMH  • Fair alignment
	Teacher Very poor/no alignment	Teacher Fair alignment	Teacher Fair alignment	Teacher Good alignment We think it is set up for it but because we dont have we cant class we can't manipulate the program to check. Teacher Good alignment	Teacher Good alignment Teacher Good alignment	Teacher Fair alignment Teacher Fair alignment
6. The digital materials include publisher-produced alignment documentation of the B.E.S.T. Standards addressed by specific questions, tasks, and assessment items.	McGraw-Hill School Education  • Very poor/no alignment	McGraw-Hill School Education  • Good alignment	Savvas Learning Company LLC  • Good alignment	Savvas Learning Company LLC  • Very good alignment	Savvas Learning Company LLC  • Fair alignment • Good alignment	Houghton Mifflin Harcourt - HMH  • Good alignment
	Teacher Very poor/no alignment	Teacher Good alignment	Teacher Good alignment	Teacher Very good alignment Teacher Very good alignment	Teacher Good alignment Teacher Fair alignment	Teacher Good alignment Teacher Good alignment
7. The digital materials contain a teacher's edition with built in professional development and/or online support for teacher content and pedagogy growth and development.	McGraw-Hill School Education  • Very poor/no alignment	McGraw-Hill School Education  • Fair alignment	Savvas Learning Company LLC  • Good alignment	Savvas Learning Company LLC  • Good alignment • Very good alignment	Savvas Learning Company LLC  • Good alignment	Houghton Mifflin Harcourt - HMH  • Fair alignment • Good alignment
	Teacher Very poor/no alignment	Teacher Fair alignment	Teacher Good alignment	Teacher Very good alignment It was shown in the preview that it was avialable Teacher Good alignment	Teacher Good alignment Teacher Good alignment	Teacher Fair alignment We are not able to see it. Teacher Good alignment
8. The digital materials contain strategies for informing all stakeholders, including students, parents, or caregivers about the digital ELA/literacy program and suggestions for how they can help support student progress and achievement.	McGraw-Hill School Education  • Very poor/no alignment	McGraw-Hill School Education  • Fair alignment	Savvas Learning Company LLC  • Good alignment	Savvas Learning Company LLC  • Very good alignment	Savvas Learning Company LLC  • Good alignment	Houghton Mifflin Harcourt - HMH  • Poor alignment • Fair alignment
	Teacher Very poor/no alignment	Teacher Fair alignment	Teacher Good alignment	Teacher Very good alignment Teacher Very good alignment	Teacher Good allgnment Teacher Good alignment	Teacher Poor alignment No parent and stackholder. Teacher Fair alignment
7. Community Resources	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH

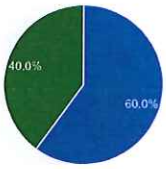
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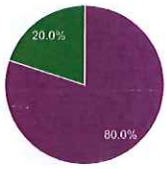
• Very poor/no alignment



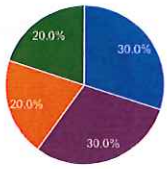
• Fair alignment
• Good alignment



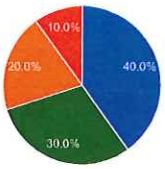
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• Good alignment



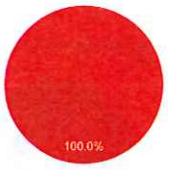
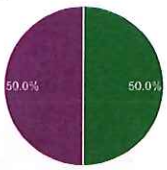
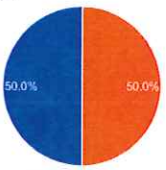
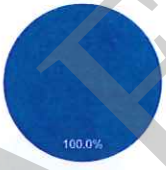
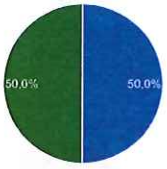
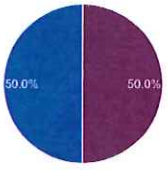
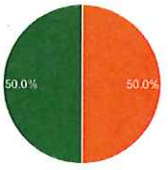
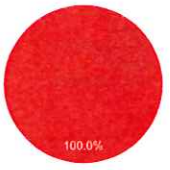
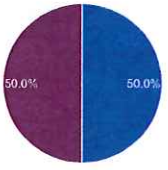
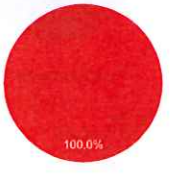
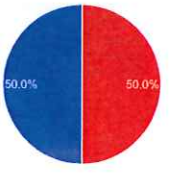
• Fair alignment
• Very good alignment



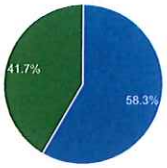
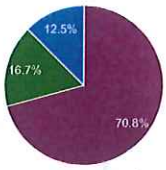
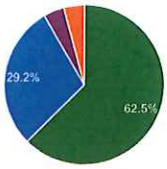
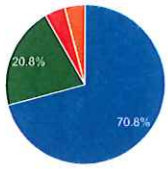
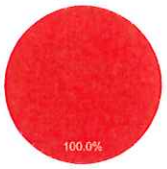
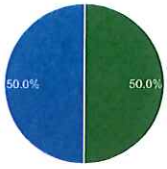
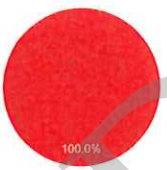
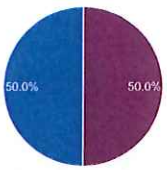
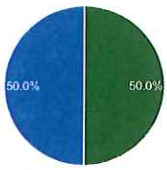
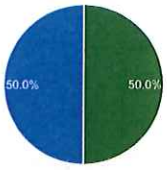
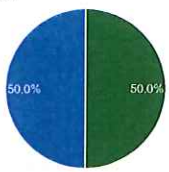
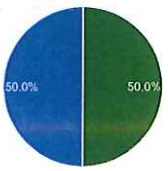
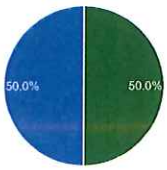
• Poor alignment
• Fair alignment
• Good alignment
• Very good alignment



• Very poor/no alignment
• Poor alignment
• Fair alignment
• Good alignment

	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH
1. Information for parents on pre-reading and other evidence-based reading strategies that promote grade-level proficient reading	 • Very poor/no alignment	 • Fair alignment	 • Fair alignment	 • Very good alignment	 • Fair alignment • Very good alignment	 • Poor alignment • Good alignment
	Teacher Very poor/no alignment	Teacher Fair alignment	Teacher Fair alignment	Teacher Very good alignment Teacher Very good alignment	Teacher Fair alignment Teacher Very good alignment	Teacher Poor alignment Teacher Good alignment
	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH
2. Vocabulary/spelling lists at the beginning of the chapter and on line with suggested activities (e.g. spell it, use it in a sentence, etc)	 • Very poor/no alignment	 • Fair alignment	 • Good alignment	 • Very good alignment	 • Fair alignment • Good alignment	 • Good alignment
	Teacher Very poor/no alignment	Teacher Fair alignment	Teacher Good alignment	Teacher Very good alignment Teacher Very good alignment	Teacher Good alignment Teacher Fair alignment	Teacher Good alignment Teacher Good alignment
	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH
3. Higher order question samples	 • Very poor/no alignment	 • Fair alignment	 • Good alignment	 • Very good alignment	 • Good alignment • Very good alignment	 • Poor alignment • Fair alignment
	Teacher Very poor/no alignment	Teacher Fair alignment	Teacher Good alignment	Teacher Very good alignment Teacher Very good alignment	Teacher Very good alignment Teacher Good alignment	Teacher Poor alignment Teacher Fair alignment
	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH
4. Comprehension questions	 • Very poor/no alignment	 • Good alignment	 • Good alignment	 • Very good alignment	 • Good alignment • Very good alignment	 • Fair alignment
	Teacher Very poor/no alignment	Teacher Good alignment	Teacher Good alignment	Teacher Very good alignment Teacher Very good alignment	Teacher Good alignment Teacher Very good alignment	Teacher Fair alignment Teacher Fair alignment
	McGraw-Hill School Education	McGraw-Hill School Education	Savvas Learning Company LLC	Savvas Learning Company LLC	Savvas Learning Company LLC	Houghton Mifflin Harcourt - HMH
5. Additional home support material	 • Very poor/no alignment	 • Fair alignment	 • Fair alignment	 • Fair alignment	 • Poor alignment	 • Very poor/no alignment • Good alignment
	Teacher	Teacher				

DRAFT

		Very poor/no alignment	Fair alignment	Teacher Fair alignment	Teacher Fair alignment Did not see any digital resources Teacher Fair alignment Could not find any home resources in materials provided	Teacher Poor alignment Teacher Poor alignment	Teacher Very poor/no alignment Teacher Good alignment
8.	Professional Development and Instructional Routines	McGraw-Hill School Education  • Very poor/no alignment	McGraw-Hill School Education  • Fair alignment • Good alignment	Savvas Learning Company LLC  • Good alignment	Savvas Learning Company LLC  • Fair alignment • Good alignment • Very good alignment	Savvas Learning Company LLC  • Poor alignment • Fair alignment • Good alignment • Very good alignment	Houghton Mifflin Harcourt - HMH  • Very poor/no alignment • Poor alignment • Fair alignment • Good alignment
1.	The teacher's edition has built in professional development and/or online support for teacher content and pedagogy growth and development.	McGraw-Hill School Education  • Very poor/no alignment	McGraw-Hill School Education  • Fair alignment	Savvas Learning Company LLC  • Good alignment	Savvas Learning Company LLC  • Very good alignment	Savvas Learning Company LLC  • Fair alignment • Good alignment	Houghton Mifflin Harcourt - HMH  • Good alignment
		Teacher Very poor/no alignment	Teacher Fair alignment	Teacher Good alignment	Teacher Very good alignment Teacher Very good alignment Available online only?	Teacher Fair alignment Teacher Good alignment	Teacher Good alignment Teacher Good alignment
2.	Professional development and coaching are available, inclusive of total cost, to support implementing the program with fidelity.	McGraw-Hill School Education  • Very poor/no alignment	McGraw-Hill School Education  • Fair alignment	Savvas Learning Company LLC  • Good alignment	Savvas Learning Company LLC  • Good alignment • Very good alignment	Savvas Learning Company LLC  • Fair alignment	Houghton Mifflin Harcourt - HMH  • Fair alignment • Good alignment
		Teacher Very poor/no alignment	Teacher Fair alignment	Teacher Good alignment	Teacher Very good alignment Teacher Good alignment	Teacher Fair alignment Teacher Fair alignment	Teacher Fair alignment Teacher Good alignment
3.	Professional development is available as a supplement.	McGraw-Hill School Education  • Very poor/no alignment	McGraw-Hill School Education  • Fair alignment	Savvas Learning Company LLC  • Good alignment	Savvas Learning Company LLC  • Fair alignment • Good alignment	Savvas Learning Company LLC  • Fair alignment	Houghton Mifflin Harcourt - HMH  • Fair alignment • Good alignment
		Teacher Very poor/no alignment	Teacher Fair alignment	Teacher Good alignment	Teacher Fair alignment Mentioned online but not sure if it will be accessible for what duration. Teacher Good alignment	Teacher Fair alignment Teacher Fair alignment	Teacher Fair alignment Teacher Good alignment
4.	Professional development is available for the duration of the adoption.	McGraw-Hill School Education  • Very poor/no alignment	McGraw-Hill School Education  • Fair alignment	Savvas Learning Company LLC  • Good alignment	Savvas Learning Company LLC  • Fair alignment	Savvas Learning Company LLC  • Fair alignment	Houghton Mifflin Harcourt - HMH  • Fair alignment

DRAFT

Teacher
Very poor/no alignment

Teacher
Fair alignment

Teacher
Good alignment

• Good alignment

Teacher
Fair alignment
Teacher
Good alignment

Not enough knowledge of this

Teacher
Fair alignment
Teacher
Fair alignment

• Good alignment

Teacher
Fair alignment
Teacher
Good alignment

5. The structured lesson format includes a plan, procedure, or routine that is carried through the sequence of teaching skills.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Fair alignment

Teacher
Fair alignment

Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment

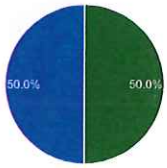
Savvas Learning Company LLC



• Very good alignment

Teacher
Very good alignment
Teacher
Very good alignment

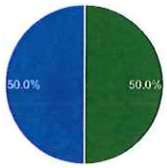
Savvas Learning Company LLC



• Fair alignment
• Good alignment

Teacher
Fair alignment
Teacher
Good alignment

Houghton Mifflin Harcourt - HMH



• Fair alignment
• Good alignment

Teacher
Fair alignment
Teacher
Good alignment

6. A clear and consistent lesson format is evident.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Good alignment

Teacher
Good alignment

Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment

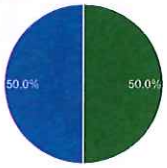
Savvas Learning Company LLC



• Very good alignment

Teacher
Very good alignment
Teacher
Very good alignment

Savvas Learning Company LLC



• Fair alignment
• Good alignment

Teacher
Fair alignment
Teacher
Good alignment

Houghton Mifflin Harcourt - HMH



• Good alignment

Teacher
Good alignment
Teacher
Good alignment

7. There is a daily schedule of lessons noting suggestions for the length of lessons and units.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Good alignment

Teacher
Good alignment

Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment

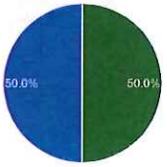
Savvas Learning Company LLC



• Very good alignment

Teacher
Very good alignment
Teacher
Very good alignment

Savvas Learning Company LLC



• Fair alignment
• Good alignment

Teacher
Fair alignment
Teacher
Good alignment

Houghton Mifflin Harcourt - HMH



• Good alignment

Teacher
Good alignment
Teacher
Good alignment

8. Independent or group practice occurs after teacher-led instruction on the skill.

McGraw-Hill School Education



• Very poor/no alignment

Teacher
Very poor/no alignment

McGraw-Hill School Education



• Good alignment

Teacher
Good alignment

Savvas Learning Company LLC



• Good alignment

Teacher
Good alignment

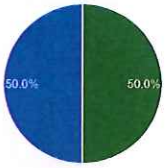
Savvas Learning Company LLC



• Very good alignment

Teacher
Very good alignment
Teacher
Very good alignment

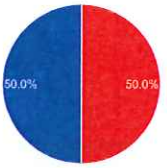
Savvas Learning Company LLC



• Fair alignment
• Good alignment

Teacher
Fair alignment
Teacher
Good alignment

Houghton Mifflin Harcourt - HMH



• Very poor/no alignment
• Good alignment

Teacher
Very poor/no alignment
Teacher
Good alignment

9. Lessons include instructional routines, noting what the teacher should say, which includes a step-by-step sequence, procedures, and consistent language across lessons and grades.

McGraw-Hill School Education



• Very poor/no alignment

Teacher

McGraw-Hill School Education



• Good alignment

Teacher

Savvas Learning Company LLC



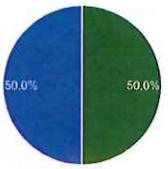
• Good alignment

Savvas Learning Company LLC



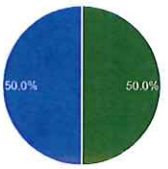
• Very good alignment

Savvas Learning Company LLC



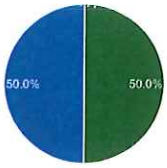
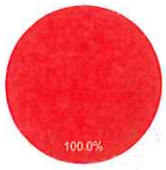
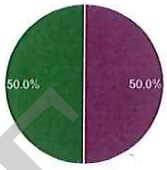
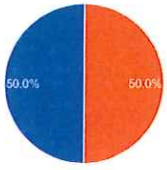
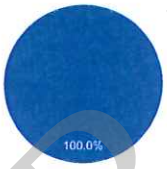
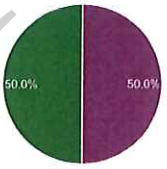
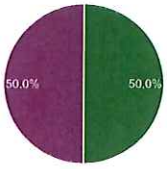
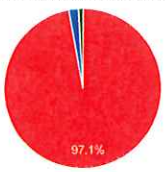
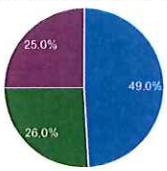
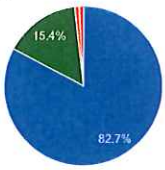
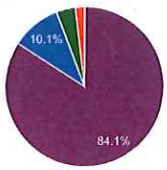
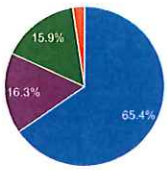
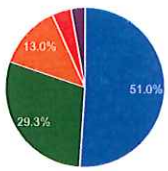
• Fair alignment
• Good alignment

Houghton Mifflin Harcourt - HMH



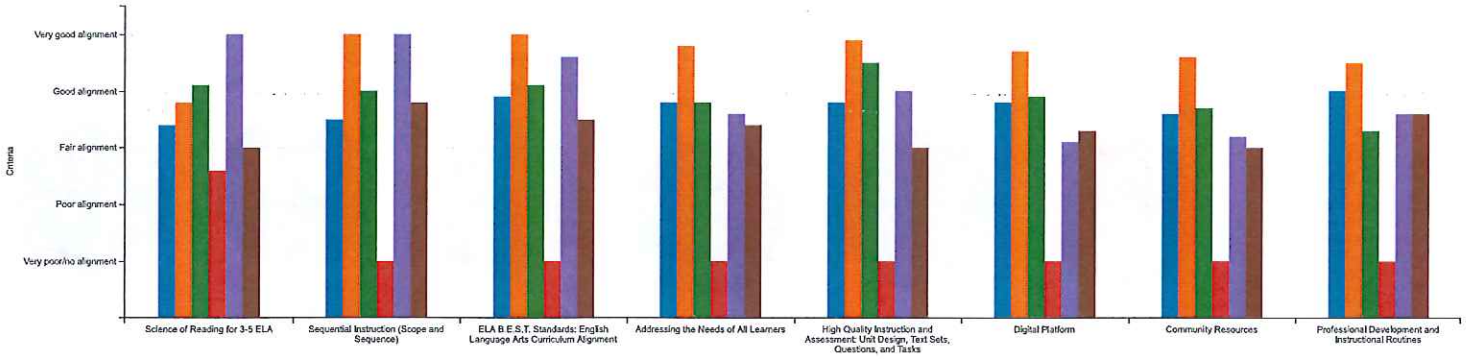
• Fair alignment
• Good alignment

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	Very poor/no alignment	Good alignment	Teacher Good alignment	Teacher Very good alignment Teacher Very good alignment	Teacher Fair alignment Teacher Good alignment	Teacher Fair alignment Teacher Good alignment
10. The teacher manual(s) include directions for how to implement lessons (e.g., materials, target skill, script or wording for how to teach, examples to use, specific content such as wordlists or book list).	McGraw-Hill School Education  • Very poor/no alignment	McGraw-Hill School Education  • Good alignment	Savvas Learning Company LLC  • Good alignment	Savvas Learning Company LLC  • Very good alignment	Savvas Learning Company LLC  • Fair alignment • Good alignment	Houghton Mifflin Harcourt - HMH  • Good alignment
	Teacher Very poor/no alignment	Teacher Good alignment	Teacher Good alignment	Teacher Very good alignment Teacher Very good alignment	Teacher Fair alignment Teacher Good alignment	Teacher Good alignment Teacher Good alignment
11. The program contains classroom management features that are optimal for delivering effective instruction.	McGraw-Hill School Education  • Very poor/no alignment	McGraw-Hill School Education  • Good alignment	Savvas Learning Company LLC  • Good alignment	Savvas Learning Company LLC  • Fair alignment • Very good alignment	Savvas Learning Company LLC  • Poor alignment • Fair alignment	Houghton Mifflin Harcourt - HMH  • Poor alignment • Good alignment
	Teacher Very poor/no alignment	Teacher Good alignment	Teacher Good alignment	Teacher Very good alignment Teacher Fair alignment	Teacher Fair alignment Teacher Poor alignment	Teacher Poor alignment Teacher Good alignment
12. The same routines, terminology, and procedures are used across skill areas and over time.	McGraw-Hill School Education  • Very poor/no alignment	McGraw-Hill School Education  • Good alignment	Savvas Learning Company LLC  • Good alignment	Savvas Learning Company LLC  • Fair alignment • Very good alignment	Savvas Learning Company LLC  • Fair alignment • Very good alignment	Houghton Mifflin Harcourt - HMH  • Good alignment
	Teacher Very poor/no alignment	Teacher Good alignment	Teacher Good alignment	Teacher Very good alignment Teacher Fair alignment	Teacher Fair alignment Teacher Very good alignment	Teacher Good alignment Teacher Good alignment
Summary	McGraw-Hill School Education  • Very poor/no alignment • Fair alignment • Good alignment	McGraw-Hill School Education  • Fair alignment • Good alignment • Very good alignment	Savvas Learning Company LLC  • Very poor/no alignment • Poor alignment • Fair alignment • Good alignment	Savvas Learning Company LLC  • Poor alignment • Fair alignment • Good alignment • Very good alignment	Savvas Learning Company LLC  • Poor alignment • Fair alignment • Good alignment • Very good alignment	Houghton Mifflin Harcourt - HMH  • Very poor/no alignment • Poor alignment • Fair alignment • Good alignment • Very good alignment
	Teacher This program does encompass aspects, but does not provide rigor enough for the students. 1 # Responses	Teacher I like that the vocabulary and grammar portions are covered with student practice. 1 # Responses	Teacher We feel like this is a program that could be very overwhelming. The questioning seems above grade-level and that this would frustrating to students and teachers. 1 # Responses	Teacher This program appears to be the most complete and provide the most resources without being too overwhelming. I recommend this program over all of the others. It encompasses all aspects of the BEST standards, has a complete system and is relative to the grade level. Teacher This program is very thorough and aligns the B.E.S.T Standards. It is a one stop shop and has all aspects of the ELA curriculuum. The program is the most complete with all materials in one student resource. The program has an on-line component for distance learning and remedation of skills for students. 2 # Responses	Teacher Overall, this curriculum provides rigorous texts and ample amount of student accountability and assessments. Correlates with the B.E.S.T standards. Embeds foundational skills. Teacher Overall, good curriculum, but vocabulary was a little weak. 2 # Responses	Teacher There are not enough student accountability. There is a lack of questions that support standards to show student mastery. Also, there is very little answering mechanisms for students to show mastery. One text for a whole week does not support a various reading opportunities. Teacher We liked that there was Note & Notice strategies. 2 # Responses

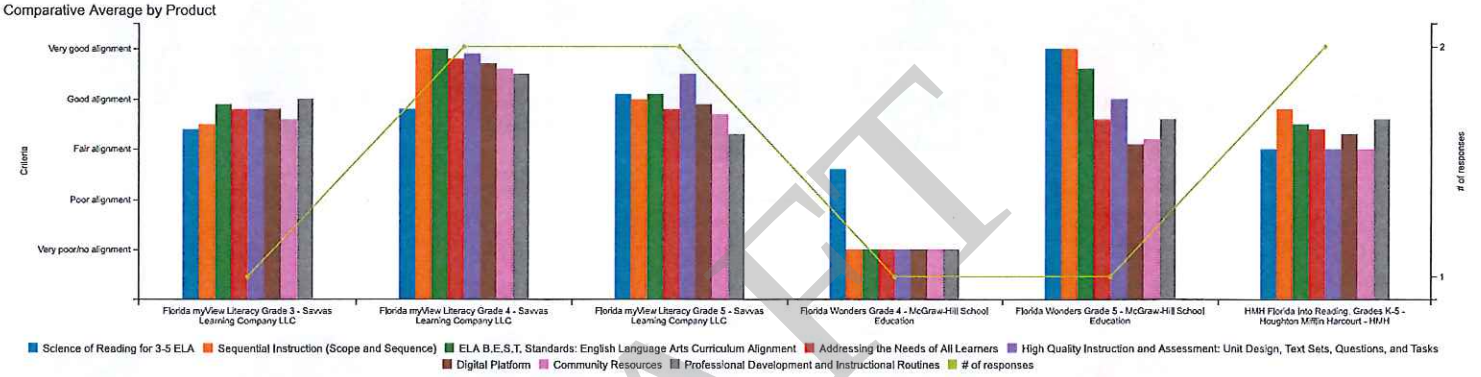
Comparative Average by Category

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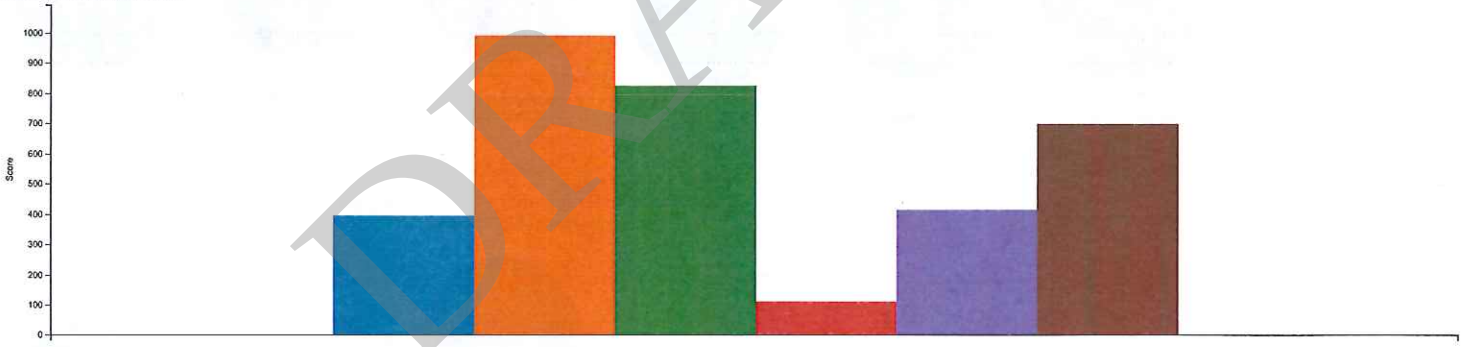


- Florida myView Literacy Grade 3 - Savvas Learning Company LLC
- Florida myView Literacy Grade 4 - Savvas Learning Company LLC
- Florida myView Literacy Grade 5 - Savvas Learning Company LLC
- Florida Wonders Grade 4 - McGraw-Hill School Education
- Florida Wonders Grade 5 - McGraw-Hill School Education
- HMH Florida Into Reading, Grades K-5 - Houghton Mifflin Harcourt - HMH

Comparative Average by Product



Summative Evaluation Results



- Florida myView Literacy Grade 3 - Savvas Learning Company LLC
- Florida myView Literacy Grade 4 - Savvas Learning Company LLC
- Florida myView Literacy Grade 5 - Savvas Learning Company LLC
- Florida Wonders Grade 4 - McGraw-Hill School Education
- Florida Wonders Grade 5 - McGraw-Hill School Education
- HMH Florida Into Reading, Grades K-5 - Houghton Mifflin Harcourt - HMH

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April 1, 2021 - Regular School Board Meeting

Title

D4 - RFP to be Awarded

Description

Award RFP as required per FS 287, DOE 6A-1.012 and School Board Policy
a. Athletic Field Maintenance Services - County Wide RFP #20-MA-319: Contract Period is for a one (1) year period from April 2, 2021 through March 31, 2022 with the option to renew for (3) three additional (1) year contract periods upon mutual agreement by all parties, in writing.
RFP established for the purchase of labor, supplies, materials, equipment, and supervision to perform field maintenance used to enhance and improve the appearance and care of athletic fields at various schools and facilities throughout Clay County. The services included in the RFP require the use of restricted-use pesticides, herbicides, and chemicals. These substances must be applied by an individual who holds a Category 3 Ornamental and Turf Pest Control License issued by the Florida Department of Agriculture and Consumer Services. The vendors awarded were the highest ranking firms by the RFP selection committee.

Gap Analysis

The District requires contractors to provide services to ensure our ??facilities and equipment are maintained and functional. The District requires vendors to provide products to ensure our students and staff receive the items to meet their needs.
Athletic Field Maintenance Services do not fall under the Athletic Director job description or scope of work. According to the job description, the responsibilities as they pertain to these types of services are:
6. Prepare an ongoing plan of facility improvements and repairs of the athletic facilities.
7. Oversee the inventory of athletic equipment and supplies, prepare bid specifications and purchase orders for athletic department expenditures.

Previous Outcomes

Athletic Field Maintenance Services have been outsourced for many years. All thirteen of the District's secondary schools have been utilizing these services as far back as 2012. These fields are not used exclusively for Athletic events. Other activities include, but are not limited to, Graduation, Band, ROTC, and Physical Fitness classes. The Schools do their best to ensure the fields are maintained to a standard that ensures the safety of all students, staff, and visitors.
The rising costs of these services have now increased to the point that they have exceeded the Bid threshold. The District has no prior Board approved Bids or RFPs for this type of service. This RFP was conducted in compliance with School Board Policy 5.0, Florida Department of Education Rule 6A-1.012, and Florida Statute 287. Example: FDOE 6A-1.012 (7) Except as authorized by law or rule, competitive solicitations shall be requested from three (3) or more sources for any authorized commodities or contractual services exceeding $50,000. Districts may not divide the procurement of commodities or contractual services to avoid this monetary threshold requirement.

Expected Outcomes

Upon approval by the Board, we expect the vendors to provide quality services and products at the terms and conditions listed in the RFP. By providing these services the District is incompliance with Florida Department of Education Rule 6A-2.0010 which states, “All educational and ancillary facilities constructed by a school board or Florida college board shall comply with “State Requirements for Educational Facilities 2014” (SREF). Per SREF Chapter 5, Section 5, 2(k) “Playgrounds, equipment and athletic fields where provided, shall be maintained in a safe and acceptable condition for the intended function.”

Strategic Plan Goal

Goal 2; Strategy 2.4; Ensure effective and efficient use of resources for fiscal stability.

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Recommendation

Award RFP as follows:

a. Athletic Field Maintenance Services - County Wide RFP #20-MA-319:

-Agrow Pro Inc., 1339 Kavie Ct. Green Cove Springs, FL 32043

-St Johns Turf Care, 1040 Hastings Federal Point Rd., East Palatka, FL 32131

Approval of the Athletic Field Maintenance Services RFP will ensure the District remains in compliance with School Board Policies, Florida DOE Rules, and Florida Statutes.

Contact

Dr. Susan Legutko, Assistant Superintendent for Business Affairs, Phone: (904)336-6721, Email: susan.legutko@myoneclay.net

Bryce Ellis, Interim Assistant Superintendent for Operations, Phone (904)336-6825, Email: bryce.ellis@myoneclay.net

Roger Dailey, Chief Academic Officer, Phone (904)336-8075, Email: roger.dailey@myoneclay.net

Financial Impact

a. Athletic Field Maintenance Services - County Wide RFP # 20-MA-319: The total financial impact for all schools and contracts combined is a maximum of $150,000.00 for the 1 year contract. This is the combined total maximum, not a per contract maximum. Under no circumstance can the total annual expenditure exceed $150,000.00 for all schools.

Internal Account funds received from ticket sales and fundraising cover most of the cost for the maintenance of athletic fields. However, the District Budget covers school grounds as a whole which includes, but not limited to general grounds, playgrounds and athletic fields. Each year all 41 Schools receive budgeted funds to maintain School grounds. The District's total estimated expenditure for school grounds is $76,000 a year. The District allocates 46% of those funds for Athletic fields. However, the School Principal has the discretion to increase or reduce School Budgets based on School needs.

Review Comments

Attachments

- 5. (1) RFP 20-MA-319 Athletic Field Maintenance Services_Service Agreement AGROW PRO INC Complete Contract Packet.pdf
- 5. (2) RFP 20-MA-319 Athletic Field Maintenance Services_Service Agreement ST JOHNS TURF CARE Complete Contract Packet.pdf
- 6a. Athletic Field Maint Questionnaire _Responses from Athletic Directors for April Board.pdf
- 6a. Athletic Field Maint Cost Sheet for April Board.pdf
- 6a. Athletic Director Job Description for April Board.pdf

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SCHOOL BOARD OF CLAY COUNTY

900 WALNUT STREET, GREEN COVE SPRINGS, FLORIDA 32043

SERVICE AGREEMENT

By and Between

The School Board of Clay County, Florida

And

Agrow Pro Inc.

This Agreement ("Agreement") is made by and between The School Board of Clay County, Florida, a political subdivision of the State of Florida, located at 900 Walnut Street, Green Cove Springs, FL 32043, hereinafter referred to as "SBCC," and Agrow Pro Inc. whose business address is 1339 Kavie Ct, Green Cove Springs, FL 32043, hereinafter referred to as "Contractor," each individual referred to as a "Party" and, collectively, the "Parties."

WITNESSETH:

WHEREAS, SBCC desires to secure a contractual relationship for the purpose of providing ATHLETIC FIELD MAINTENANCE SERVICES for Clay County District Schools, as outlined in Exhibit "A," Scope of Services ("Services"), and

WHEREAS, these Services have been competitively solicited pursuant to Request for Proposal, which has been assigned to RFP # 20-MA-319 by SBCC for tracking purposes.

NOW THEREFORE, for good and valuable consideration and the mutual promises contained herein, the Parties agree as follows:

1. DEFINITIONS

The following definitions of terms associated with this Agreement are provided to establish a common understanding between both Parties to this Agreement, as to the intended application, interpretation, and usage of terms in connection with this Agreement.

1.1. "**AGREEMENT**" refers to the executed Agreement by and between SBCC and Contractor.

1.2. "**AMENDMENT**" means a written document authorized by the parties to this Agreement which, when executed by both parties, sets forth any changes to that certain scope of services ("Services"), attached hereto as Exhibit "A" and incorporated herein by reference, that contemplates a change in the Services, work, and materials to be provided and performed by Contractor pursuant to this Agreement, sets forth the basis of compensation due to Contractor of, and sets forth the time period and/or schedule for performance and completion thereof.

1.3. "**CONFIDENTIALITY**" For purposes hereof, "Confidential Information" shall mean any non-public information of the other party that is designated as confidential, or that the receiving party knew or reasonably should have known was confidential because it derives independent value from not being generally known to the public. Confidential Information shall not include any information which: (i) a party can demonstrate was rightfully in its possession prior to the date of disclosure to it by the other party; (ii) at the time of disclosure or later, is published or becomes part of the public domain through no act or failure to act on the part of a party; (iii) a party has developed independently without reference to any Confidential Information of the other party; (iv) a party can demonstrate such information came into its possession from a third-party who had a bona fide right to make such information available; or (v) is subject to the Florida Public Records Law, Chapter 119, F.S., or any other information required to be disclosed by a valid court order or agency of government.

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1.4. "**CONTRACTOR**" means Agrow Pro Inc., a Party hereto, who is authorized to conduct business in the State of Florida, offering Services hereunder, which has executed this Agreement, and which shall be legally obligated, responsible, and liable for providing and performing any and all of the Services, work, and materials, including services and/or work of any approved sub-contractors, required under the covenants, terms, and provisions contained in this Agreement and any and all Amendments thereto. "Contractor" may be used interchangeably with Bidder.

1.5. **"FUNDS"** shall mean payment made by SBCC to Contractor hereunder.

1.6. **"SBCC"** shall mean Clay County District Schools and may be used interchangeably with SBCC or District or The School Board of Clay County, Florida.

1.7. "**PARTIES**" shall mean the parties entering into this Agreement, SBCC and Contractor, respectively.

1.8. "**SBCC"** shall mean The School Board of Clay County, Florida, a political subdivision of the State of Florida, and may be used interchangeably with SBCC or District or Clay County District Schools.

1.9. "**SERVICES**" shall mean the services as set forth and required, pursuant to the Agreement and described in further detail in Exhibit "A," attached hereto and incorporated herein by reference.

2. AMENDMENTS AND MODIFICATIONS

No Amendments and/or modifications of this Agreement shall be valid unless in writing and signed by each of the parties.

3. TERM AND TERMINATION

3.1. The initial term of this Agreement will cover the period beginning April 2, 2021 through March 31, 2022. This agreement may be renewed for three (3) additional one (1) year periods upon mutual agreement by all parties, in writing.

3.2. In the event, the awarded bidder violates any of the provisions of this RFP or fails to perform their obligation under this contract in a manner satisfactory to the SBCC as per specifications, the Supervisor of Purchasing shall give written notice to the Contractor setting forth the deficiencies and unless the deficiencies are corrected within ten (10) days, recommendation shall be made to the SBCC for immediate cancellation of the contract. Failure of the Contractor to correct deficiencies shall give the SBCC the right to cancel this contract, but failure by the SBCC to exercise this right, in any instance, shall not prevent the subsequent exercise of this right by the SBCC or prejudice its claim for damages resulting from such default, violations, breach of contract or other failures whether or not an expressed written agreement exists for the provision of such goods and/or service. Upon cancellation, hereunder the SBCC may pursue any and all legal remedies as provided herein and pursuant to the contract and by law. The SBCC reserves the right to terminate any contract resulting from this invitation at any time for cause, upon giving seven (7) days prior written notice to the other party. If said contract should be terminated for cause or convenience as provided herein, the SBCC shall be relieved of all obligations under said contract. The SBCC shall only be required to pay to the award bidder that amount of the contract actually satisfactorily performed to the date of termination and shall not be responsible for any consequential damage, future damages or damages caused by lost profits, inconvenience or overhead expense to the Contractor. The SBCC may cancel the contract upon ninety (90) days written notice for reasons other than cause and Contractor shall have no legal recourse or cause of action against the SBCC damages resulting from said cancellation.

4. PAYMENT

SBCC agrees to provide Funds for the Agreement as outlined in Exhibit "B", Fee Schedule, which is attached hereto and incorporated herein. Contractor shall be paid in accordance with the Florida Prompt Payment Act, Florida Statutes Chapter 218, upon submission of invoices to the SBCC at the prices stipulated on the contract at the time the order is placed, less deductions if any, after services rendered and accepted by SBCC in accordance with the Florida Prompt Payment Act. An original invoice referencing a SBCC purchase order number shall be submitted for payment to SBCC Accounts Payable Department, 814 Walnut Street, Green Cove Springs, FL 32043. Failure to follow these instructions may result in delay in processing invoices for payment.

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5. AVAILABILITY OF FUNDS

The obligations of SBCC under this Agreement are subject to the availability of Funds lawfully appropriated for its purpose by the State of Florida and SBCC. In the event sufficient budgeted funds are not available for a new fiscal period, the purchasing department shall notify the Contractor of such an occurrence and the RFP and any resulting contract shall terminate on the last day of the current fiscal period without penalty or expense to the SBCC.

6. PERSONNEL

6.1. All of the Services herein shall be performed by Contractor or under its supervision, and all personnel engaged in performing the Services shall be fully qualified and, if required, authorized or permitted under applicable state and local law to perform such Services. All employees and/or sub-contractors of the Contractor shall be considered to be at all times the sole employees and responsibility of Contractor under their sole direction and not an employee or agent of SBCC. The contractor shall supply competent employees and/or sub-contractors and the SBCC may require the Contractor to remove an employee and/or sub-contractor whose presence on SBCC property is not in the best interest of the SBCC. Each employee and or sub-contractor of contractor shall have and wear proper identification while on SBCC property and are required to sign in/out at main office or other designated place upon arrival and when leaving job site, if applicable.

6.2. In accordance with the Jessica Lunsford Act the bidder and all their employees, as required by law, shall undergo and pass a Level II fingerprinting and background check as required by F.S. 1012.465,467 or 468 and possess a SBCC fingerprinting clearance card prior to entry upon SBCC property. All costs associated with obtaining fingerprinting and background check shall be at no expense to the SBCC.

7. FEDERAL AND STATE TAX

7.1. SBCC does not pay Federal Excise and State taxes. Tax exemption number is on the Purchase Order. Contractor shall not be exempted from paying applicable sales tax to State of Florida and/or federal government, as case may be, for the purchase of materials to fulfill contractual obligations with SBCC, nor shall Contractor be authorized to use SBCC's tax exemption number in securing such materials.

7.2. Contractor shall be responsible for payment of its own FICA and social security benefits with respect to this Agreement.

8. DOCUMENTATION AND REPORTING

In the performance of this Agreement, Contractor shall maintain books, records, and accounts of all activities in compliance with standard accounting procedures. Documentation in connection with the description of the Services as set forth in Exhibit "A" attached hereto shall be provided.

9. INSURANCE

At its sole expense, Contractor shall take out and maintain all insurance policies required below with companies authorized to do business under the laws of the State of FL. and satisfactory to the School Board. **The Contractor SHALL ensure that any sub-Contractor they use maintain the same level of insurance coverage.** Insurer shall be rated A- with an FSC V or better in the current AM Best Guide through the life of the contract to include any renewal periods. Insurance shall remain in effect for the term of this Agreement and such insurance will apply to Contractor, its employees, agents, and subcontractors.

9.1 **WORKERS' COMPENSATION INSURANCE:** Contractor is responsible for assuring that valid Worker's Compensation Insurance as required by Chapter 440, Florida Statutes is maintained for all of their employees and sub-Contractors employed at the site of the project. Such insurance shall comply fully with Florida Worker's Compensation Law. In case any class of employees engaged in hazardous work under this Contract at the site of the project is not protected under the Workers' Compensation Statute the Contractor shall provide adequate insurance satisfactory to the Owner, for protection of his employees not otherwise protected. SBCC shall accept an approved Certificate of Election to be Exempt from Florida's Workers' Compensation Law.

State	**Employer's Liability**		
- Statutory	- Per Accident	$100,000.00	
	- Disease, Policy Limit	$500,000.00	- Disease, Each Employee $100,000.00

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9.2 **COMPREHENSIVE GENERAL LIABILITY AND PROPERTY DAMAGE INSURANCE:** Including Premises Operation, Independent Contractor's Protective, Products and Completed Operation Board Form, Contractual Liability in at least the following amounts and coverage's:

Bodily Injury	**Property Damage**	**Personal Injury**
- Each Occurrence $1,000,000.00	- Each Occurrence $1,000,000.00	-Annual Aggregate $1,000,000.00
- Annual Aggregate $2,000,000.00	- Annual Aggregate $2,000,000.00	

- Completed Operations and Products Liability shall be maintained for one (1) year after final payment

9.3. **AUTOMOBILE INSURANCE:** Including all owned, non-owned and hired vehicles used in connection with the work in at least the following amounts and coverage's:

Bodily Injury	**Property Damage**
- Each Person $1,000,000.00	- Each Occurrence $1,000,000.00
- Each Occurrence $1,000,000.00	

- Each Accident – Single Limit – Bodily Injury and Property Damage combined one million dollars ($1,000,000.00)

9.4 **Contractor agrees to the following as it relates to all above required insurance:**

9.4.1. Contractor shall furnish, prior to commencement of performance under this contract, to the SBCC Purchasing Department, Certificate(s) of Insurance which clearly indicate the insurance coverage required above have been obtained. **Certificate(s) of Insurance shall be submitted directly from Contractor's Insurance Agent and Mark All Certificates Attn: SBCC Purchasing Department, as Certificate Holder (with 30 day Notice of Cancellation or Change in Coverage) and list The School Board of Clay County as Additional Insured.** Receipt of proof of insurance shall not be construed as an approval of Contractor's insurance or a release or waiver of Contractor's obligation to provide required insurance..

9.4.2. To the extent permitted by law, Contractor's insurance shall contain a waive rights to recover from SBCC or its insurance.

10. STANDARD OF CARE

In providing Services under this Agreement, Contractor will endeavor to perform in a manner consistent with that degree of care and skill ordinarily exercised by members of the same profession currently practicing under similar circumstances. Upon notice by SBCC, Contractor will correct those Services not meeting such a standard.

11. INDEMNIFICATION

Notwithstanding any contrary contractual language, nothing in any agreement shall be construed or interpreted to increase the scope or dollar limit of the School's or School Board's liability beyond that which is set forth in 768.28 Fla. Stat. , or to otherwise waive School's or School Board's sovereign immunity, or to require School or School Board to indemnify the Contractor or any other person, corporation or legal entity of any kind or nature whatsoever for injury or loss resulting from any acts other than the negligent acts of School or School Board or its agents or employees. Contractor shall, in addition to any other statutory or common law obligation to indemnify the School Board of Clay County, Florida, indemnify, defend and hold harmless the School Board of Clay County, Florida, its agents, officers, elected officials and employees against all claims, actions, liabilities, damages, losses, costs, fines punitive damages and expenses of any kind or nature whatsoever, including but not limited to attorney's fees and legal costs, brought against the School Board of Clay County, Florida, and/or its agents, officers, elected officials, employees and assigns, by any individual, corporation, consortium or any other legal person or entity, arising out of or caused by acts or omissions, negligence, recklessness, intentional wrongful misconduct, violations of laws, statutes, ordinances, government administration orders, rules or regulations of the contractor, contractor's employees, officers, agents, subcontractors, sub-subcontractors, material man or agents of any tier or their respective employees. This indemnification clause shall not be construed to require any indemnitor to indemnify the School Board of Clay County, Florida, for any negligence on the part of the School Board of Clay County, Florida, its agents or employees. The indemnification obligations hereunder shall not be limited to any limitation on the amount, type of damages, compensation, or benefits payable by or for the contractor or any subcontractor under workers' compensation acts, disability benefit acts, other employee benefits acts or any statutory bar. This indemnification/hold harmless provision shall survive the termination of any contract with the School Board of Clay County, Florida.

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12. SUCCESSORS AND ASSIGNS

The successful Contractor(s) shall not assign, transfer, convey, sublet, or otherwise dispose of this contract, or of any or all rights, title or interest herein, or their power to execute such contract to any person, company or corporation without prior written consent of the School Board. The successful Contractor(s) have the sole and exclusive responsibility for furnishing services in accordance with this contract. The successful Contractor(s) obligations cannot be delegated.

13. GOVERNING LAW AND REMEDIES

13.1. This Agreement shall be governed by the laws of the State of Florida. Any and all legal action necessary arising out of the Agreement will have its venue in the state courts located in Clay County, Florida and the Agreement, shall conform to applicable Florida Statutes, and be interpreted according to the laws of Florida. No remedy herein conferred upon any party is intended to be exclusive of any other remedy, and each and every other remedy given hereunder or now or hereafter existing at law or in equity or by statute or otherwise. No single or partial exercise by any party of any right, power, or remedy hereunder shall preclude any other or further exercise thereof.

13.2. If any legal action or other proceeding is brought for the enforcement of this Agreement, or because of an dispute, breach, default, or misrepresentation in connection with any provision of this Agreement, the successful or prevailing party or parties shall be entitled to recover reasonable attorney's fees, court costs, and all expenses (including taxes) even if not taxable as court costs (including, without limitation, all such fees, costs, and expenses incident to appeals), incurred in that action or proceeding, in addition to any other relief to which such party or parties may be entitled.

14. CONFLICT OF INTEREST

Contractor represents that it presently has no interest and shall acquire no interest, either direct or indirect, which would conflict in any manner with the performance of Services required hereunder, as provided for in Section 112.311, F.S. Contractor further represents that no person having any interest shall be employed for said performance of services. Contractor shall promptly notify SBCC in writing by certified mail of all potential conflicts of interest for any prospective business association, interest, or other circumstances which may influence or appear to influence Contractor's judgment or quality of Services being provided hereunder. Such written notification shall identify the prospective business association, interest or circumstances and the nature of work that Contractor may undertake. Contractor shall request an opinion by SBCC as to whether the association, interest, or circumstance would, in the opinion of SBCC, constitute a conflict of interest if entered into by Contractor. SBCC agrees to notify Contractor of its opinion by certified mail within thirty (30) calendar days of receipt of notification by Contractor. If, in the opinion of SBCC, the prospective business association, interest, or circumstance would not constitute a conflict of interest by Contractor, SBCC shall so state in its response, and Contractor may, at its option, enter into said association, interest, or circumstance and it shall be deemed not a conflict of interest with respect to the Services provided to SBCC by Contractor under the terms of this Agreement. If SBCC, in its sole discretion, determines that there is a conflict, Contractor shall not enter into or if already entered into, will immediately terminate such arrangement or Agreement with the subject business associate.

15. INDEPENDENT CONTRACTOR RELATIONSHIP

15.1. Contractor is, and shall be, in the performance of all Services and activities under this Agreement, an independent contractor, and not an employee, agent, or servant of SBCC. All persons engaged in any of the work or Services performed pursuant to this Agreement shall at all times, and in all places, be subject to Contractor's sole direction, supervision, and control. Contractor shall exercise control over the means and manner in which it and its employees perform the work, and in all respects to Contractor's relationship and the relationship of its employees to SBCC shall be that of an independent contractor and not as employees or agents of SBCC. Contractor does not have the power or authority to bind SBCC in any promise, agreement, or representation.

15.2. Nothing contained herein shall be deemed to create an association, partnership, joint venture, or relationship of principal and agent or master and servant among the Parties or any affiliate thereof, or to provide any Party hereto with the right, power, or authority whether expressed or implied, to create any such duty or obligation on behalf of any other Party.

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16. ARREARS

Contractor shall not pledge SBCC's credit or make it a guarantor of payment or surety for any agreement, debt, obligation, judgment, lien, or any form of indebtedness. Contractor further warrants and represents that it has no obligation or indebtedness that would impair its ability to fulfill the terms of this Agreement.

17. PUBLIC RECORDS

17.1. This Agreement is subject to and governed by the laws of the State of Florida, including without limitation Chapter 119, F.S., which generally makes public all records or other writings made by or received by the Parties. Contractor acknowledges its legal obligation to comply with Section 119.0701, F.S. Contractor shall keep and maintain public records, as that phrase is defined in the Florida Public Records Act, which would be required to be kept and maintained by SBCC in order to perform the scope of services. Contractor shall comply with all requirements for retaining public records and shall transfer, at no cost to SBCC, all public records in the possession of Contractor upon a request for such public records. See Section 119.0701(2)(b)4, F.S., for additional record keeping requirements.

17.2. A request to inspect or copy public records relating to SBCC's contract for services must be made directly to SBCC's Custodian of Public Records. If SBCC does not possess the requested records, SBCC's Custodian of Public Records shall immediately notify Contractor of the request. Contractor must provide a copy of the records to SBCC or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in Chapter 119, F.S. If Contractor does not timely comply with SBCC's request for records, SBCC shall be able to sue for breach of contract and the prevailing party shall be entitled to attorney's fees.

17.3. Should Contractor fail to provide the requested public records to SBCC within a reasonable time, Contractor understands and acknowledges that it may be subject to penalties under Sections 119.0701(3)(c) and 119.10, F.S.

17.4. Contractor shall not disclose public records that are exempt, or confidential and exempt, from public records disclosure unless specifically authorized by law for the duration of this Agreement term and following the completion, expiration, or termination of same if Contractor does not transfer the records to SBCC. Upon completion, expiration, or termination of this Agreement, Contractor shall transfer, at no cost to SBCC, all public records in its possession or keep and maintain public records required by SBCC to perform the services. If Contractor transfers all public records to SBCC, Contractor shall destroy any duplicate public records that are exempt, or confidential and exempt, from public records disclosure requirements. If Contractor keeps and maintains public records upon completion, expiration, or termination of this Agreement, Contractor shall meet all applicable requirements for retaining public records and provide requested records to SBCC pursuant to the requirements of this Article. All public records stored electronically must be provided to SBCC in a format that is compatible with the information technology systems of SBCC.

17.5. **IF CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, OR CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTRACTOR SHALL CONTACT THE SCHOOL DISTRICT'S CUSTODIAN OF PUBLIC RECORDS AT 900 WALNUT STREET, GREEN COVE SPRINGS, FLORIDA 32043, OR AT 904-336-6500, OR AT: PRR@MYONECLAY.NET**

18. CONTINGENT FEES

Contractor warrants that it has not employed or retained any company or person, other than a bona fide employee working solely for Contractor, to solicit or secure this Agreement and that it has not paid or agreed to pay any person, company, corporation, individual, or firm, other than a bona fide employee working solely for Contractor, any fee, commission, percentage, gift, or any other consideration contingent upon or resulting from the award or making of this Agreement.

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19. ACCESS AND AUDITS

Contractor shall maintain adequate records to justify all charges, expenses, and costs incurred in performing the services. All Contractors, contracts and subcontractors shall give access to the SBCC, the appropriate Federal agency, the Comptroller General of the United States, or any of their duly authorized representative to any books, documents, papers, and records of the Contractor which are directly pertinent to this specific RFP/contract for the purpose of making audit, examination, excerpts and transcriptions. All Contractors, contractors and subcontractors shall retain all records pertaining to this RFP/contract for three (3) years after SBCC makes final payment and all other pending matters closed.

20. NONDISCRIMINATION

Contractor warrants and represents that all of its employees are treated equally during employment without regard to race, color, religion, sex, age, national origin, sexual orientation, gender identity, or expression, and genetic information or any other category of persons protected pursuant to Florida law.

21. SURVIVAL

All covenants, agreements, representations, and warranties made herein, or otherwise made in writing by any party pursuant hereto, including but not limited to any representations made herein relating to disclosure or ownership of documents, shall survive the execution and delivery of this Agreement and the consummation of the transactions contemplated hereby. The insurance and indemnity provisions set forth in the Agreement shall survive the termination of the Agreement.

22. AUTHORITY

Contractor hereby represents and warrants that it has and will continue to maintain all licenses and approvals required to conduct its business, and that it will at all times conduct its business activities in a reputable manner.

23. COMPLIANCE WITH LAWS

Contractor agrees it shall comply with all applicable Federal, State, and Local laws, codes, ordinances, permitting, and regulations as well as applicable SBCC policies and regulations, rules, and guidelines in connection with the Services to be provided hereunder. Contractor shall obtain and possess throughout the term of this Agreement all licenses and permits required for its operations under Federal, Florida, and local laws and shall comply with all fire, health, and other applicable regulatory codes. SBCC agrees it shall comply with all applicable laws, codes, ordinances, permitting, and regulations in connection with the Services to be provided hereunder.

24. SEVERABILITY

In case of any one or more of the provisions contained in this RFP shall be for any reason be held to be invalid, illegal, unlawful, unenforceable or void in any respect, the invalidity, illegality, unenforceability or unlawful or void nature of that provision shall not affect any other provision and this RFP shall be considered as if such invalid.

25. NAMES; TRADEMARKS

Contractor shall acquire no rights under the Agreement to, and shall not use, The School Board of Clay County, either alone or in conjunction with or as part of any other name, word, mark, picture, logo, design, and/or trademark in any of Contractor's advertising, publicity, or promotion; to express or imply any endorsement by SBCC of its Services; or in any other manner without the prior review and written approval by SBCC. This clause shall survive the expiration or sooner termination of this Agreement.

26. PROTECTION AND HANDLING OF DATA

26.1. **Data Confidentiality -** Contractor shall implement appropriate measures designed to ensure the confidentiality and security of Protected Information. Contractor will provide SBCC with written notice before disclosing information so that SBCC may seek an appropriate protective order or other remedy. Contractor shall exercise commercially reasonable efforts to keep the Protected Information confidential.

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26.2. **Safekeeping and Security -** As part of the Services, Contractor will be responsible for safekeeping all keys, access codes, combinations, access cards, personal identification numbers, and similar security codes and identifiers issued to Contractor's employees, agents, or subcontractors. Contractor agrees to require its employees to promptly report a lost or stolen access device or information.

26.3. **Non-Disclosure –** Contractor is permitted to disclose Confidential Information to its employees, authorized subcontractors, agents, consultants, and auditors on a need to know basis only, provided that all such subcontractors, agents, consultants, and auditors have written confidentiality obligations to Contractor and SBCC.

27. NON-EXCLUSIVE AGREEMENT

The Parties understand and agree this Agreement is a non-exclusive agreement and the Parties hereto may participate in other comparable services to and from any other person or entity.

28. ENTIRETY OF AGREEMENT

SBCC and Contractor agree that this Agreement and any documents made a part thereof, sets forth the entire agreement between the Parties, that there are no promises or understandings other than those stated herein. None of the provisions, terms, and conditions contained in this Agreement may be added to, modified, superseded, or otherwise altered, except by written instrument executed by the Parties hereto. In the event a conflict arises, the Parties shall discuss any such conflict and the priority of controlling documents shall be as follows: this Agreement, the RFP 20-MA-319 solicitation, any addenda, and Contractor's response to the solicitation. Note that SBCC reserves the exclusive right to rectify any conflicts in its sole discretion.

29. CONSTRUCTION OF AGREEMENT

Each Party has participated in negotiating and drafting this Agreement, so if an ambiguity or a question of intent or interpretation arises, this Agreement is to be construed as if the Parties had drafted it jointly, as opposed to being construed against a Party because it was responsible for drafting one or more provisions of this Agreement.

30. OTHER CONDITIONS

30.1. **Legal Authority -** It is understood that those signing this Agreement have the legal authority to enter into binding Agreements. Contractor hereby certifies he/she is an authorized representative, officer or employee having authority to legally bind the company or firm by submitting the following information as firm's (Bidder and/or Contractor) RFP. Bidder agrees to complete and unconditional acceptance of the contents of all pages in its Request For Proposal (RFP), and all appendices and the contents of any Addenda released hereto; Bidder agrees to be bound to any and all specifications, terms, conditions contained in RFP, and any released Addenda and understands that the following are requirements of RFP; Bidder certifies its offer was made without prior understanding, agreement, or connection with any corporation, firm, business entity or person submitting an offer for the same services(s), and is in all respects fair and without collusion or fraud. Bidder acknowledges that all information contained herein is part of the public record as defined by State of Florida Sunshine and Public Records Laws; all responses, data and information contained in this RFP are true and accurate.

30.2. **Terms and Conditions -** This Agreement and RFP 20-MA-319 contain all the terms and conditions agreed upon by the Parties. Items incorporated by reference are physically attached hereto. No other Agreements, oral or otherwise, regarding the subject matter of this Agreement, shall be deemed to exist or to bind the Parties hereto.

31. NON-WAIVER

The failure of either Party to exercise or delay in exercising any right, power, or privilege provided for hereunder shall not be deemed a waiver thereof; nor shall any single or partial exercise of any such right, power, or privilege preclude any other or further exercise thereof, or the exercise of any other right, power, or privilege under this Agreement. No Party shall be deemed to have waived a right, power, or privilege provided for herein, unless such waiver is in writing and signed by the waiving Party.

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32. FORCE MAJEURE

Neither party to this Agreement shall be liable for delays or failures in performance under this Agreement (other than obligations relating to payment, confidentiality, and protection of ownership and intellectual property rights) resulting from acts or events beyond the reasonable control of such party (a "Force Majeure Event"), including acts of war, terrorism, acts of God, earthquake, flood, embargo, riot, sabotage, labor dispute, wide spread outbreak of disease or pandemic, governmental act, failure of the internet, power failure, or energy, utility, or telecommunications interruptions, provided that the delayed party: (i) gives the other party prompt notice of such cause; and (ii) uses its reasonable commercial efforts to promptly correct such failure or delay in performance. In the event that a Force Majeure Event lasts for more than 90 days, and the party experiencing the initial delay cannot correct its failure or delay in performance during that period of time, despite using its reasonable commercial efforts to do so, the other party may terminate the affected portions of this Agreement.

33. NOTICE

All formal notices, proposed changes, and determinations between the Parties hereto including, but not limited to, changes to the notification addresses set forth below, shall be in writing and shall be sufficient if mailed by United States mail, postage prepaid, to the parties at the contact information listed below:

THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA
Attention: Purchasing Department
800 Center Street
Green Cove Springs, FL 32043

AGROW PRO INC.
Attention: William Kyle Hutchings
1339 Kavie Ct,
Green Cove Springs, FL 32043

IN WITNESS WHEREOF, SBCC has made and executed this Agreement and Contractor has made and executed this Agreement on the day and year written below.

AGROW PRO INC.

_____
Authorized Representative Signature

_____
Name & Title (Type or Print) Date

THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA

_____
Mary Bolla Date
School Board Chair

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Exhibit "A"

SCOPE OF SERVICES
per RFP 20-MA-319

SCOPE OF SERVICES – The District wishes to receive proposals for selection of a Contractor(s) to provide Athletic Field Maintenance Services at various schools and facilities from the date of award through March 31, 2022, with renewal options.

The goal of SBCC and these services is to enhance the athletic fields and improve the appearance and care for all sites. Contractor(s) shall service sites and coordinate services with SBCC Representatives for each site, and inform those representatives of all treatments, services and completion status of said services.

SBCC currently has 13 sites located throughout Clay County, Florida that may require services under this RFP. Addresses for those sites are included as Appendix A, and maps of those sites are included as Appendix B. Site review/visits can be arranged by contacting John Sgromolo at (904)336-6919 or via email at john.sgromolo@myoneclay.net. Upon written notification to the Contractor, sites shall be added, or deleted, at the sole discretion of the School Board.

These sites include baseball, softball, football and practice fields. SBCC reserves the right to add or delete sites as necessary for the duration of the contract. Contractor(s) shall be able to perform services at any SBCC site. Pricing submitted by Contractor(s) under this RFP will be held for any additional site based upon the pricing given herein.

The majority of orders under this RFP will be placed by the SBCC Representative for each site. Any and all work ordered under this RFP is **upon request**, on an as needed basis only. Therefore, no minimum or maximum amount of work is guaranteed.

THE SERVICES:

1.1 All work performed under this RFP will be in the best interest of safety at all times, especially when students are present in and around designated areas. No power equipment shall be operated in the vicinity of students during periods such as class change, recess, after school care, fire drills, etc. Proper operation of equipment to include installed manufacturer safety devices is the awarded contractor's responsibility. Shirts and work pants must be worn at all times.

1.2 The awarded Contractor(s) shall provide as required, all necessary labor, materials, equipment and transportation to provide complete athletic field maintenance and services as required by the SBCC, and as specified in this RFP.

1.3 The awarded Contractor(s) must comply with all local, state and federal codes and School Board Rules.

1.4 The awarded Contractor(s) shall be responsible for any damage to District property, personal property or visitor property due to negligence on the part of the awarded contractor's employees or agents. The awarded Contractor(s) agree to repair, at own expense, any damage that was caused by the awarded Contractor(s), their employees or their agents.

1.5 The awarded Contractor(s) will be responsible for the removal of any blemish, tarnish or marking left on District grounds resulting from the awarded contractor's equipment. Specifically, but not limited to, concrete.

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1.6 The awarded Contractor(s) shall, and in addition to all other guarantees, be responsible for faulty labor or workmanship and shall promptly correct improper work, without cost to the District, within 48 hours after receipt of notification of such faulty labor or workmanship. If the awarded Contractor fails within 48 hours to correct defects, the District shall be entitled to have such work remedied and the awarded contractor shall be fully liable for all costs and expense reasonably incurred by the District.

1.7 It is anticipated that most work will be accomplished Monday through Friday, taking into consideration holidays, or other school calendar days when the school may be closed. Any work disruptive to the operation of the school may require work to be performed after school hours or on a non-school day. Work performed on any day other than Monday through Friday must be cleared with the SBCC Representative prior to the commencement of the work.

1.8 If an unforeseen situation arises at any site that will affect the services, an authorized SBCC Representative will contact the awarded Contractor(s). The services may or may not be rescheduled, whichever is in the best interest of the District.

1.9 If conditions exist which prevent the awarded Contractor(s) from completing requested services, they must contact the appropriate SBCC Representative within 24 hours to reschedule remaining work.

1.10 TYPE OF SERVICE AND DESCRIPTION:
Contractor(s) shall be expected to perform the following types of services per the information contained herein. All of these services will be provided by the selected Contractor(s) **upon request** on any other applicable SBCC sites. This list of services is given for proposal purposes only and to inform vendors of the types of services that may be needed. This list does not limit or obligate SBCC.

- Weed Control and Management – Contractor will apply both liquid and granular herbicides to all fields as required to control all broad leaf weeds, sedges and grassy weeds on all fields and in accordance with plan agreed upon with SBCC Representatives.

- Insect Control and Management – Contractor will apply both liquid and granular insecticides as required to preventatively control turf damaging insects and fire ants and in accordance with plan agreed upon with SBCC Representatives.

- Fertilization – Contractor will apply both liquid and granular fertilizer to all fields as required to maintain turf color and vigor and in accordance with plan agreed upon with SBCC Representatives.

- Aeration – Contractor will aerate using tractor mounted equipment as required and in accordance with plan agreed upon with SBCC Representatives.

- Seed spreading and removal – Contractor will apply seeds using a tractor mounted spreader or walk behind drop spreader for infields and tight spaces. Removal of perennial rye grasses will be in accordance with plan agreed upon with SBCC Representatives.

- Verticutting – Contractor will verticut using tractor mounted equipment as required and in accordance with plan agreed upon with SBCC Representatives. Verticutting includes removal and disposal of debris on campus as directed by SBCC Representatives.

- Material Hauling (Infield Conditioner/Warning Track Material) – Contractor will haul all material in turf friendly trailers, and provide any required material.

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- Top Dressing – Contractor will apply top dressing as requested by SBCC Representatives.

- Rototilling – Contractor will rototill softball/baseball infields or any other needed areas.

- Fungus/Disease Control – Contractor will apply required fungicides on all fields as required to control nematodes and any other fungi and in accordance with plan agreed upon with SBCC Representatives.

- Sod Removal and Replacement – Contractor shall remove/add necessary sod to conform to dimensions required or as directed by SBCC. Sod will be supplied by Contractor.

- Optional and additional services to athletic fields as necessary as directed by SBCC. Optional services include:
    - Infield conditioner spreading
    - Warning track grading
    - Turf reconstruction
    - Replacement of sod where needed

1.11 Lead Supervisor shall meet with SBCC Representatives prior to the commencement of any project. Description of services and details for completion, methodology and any other pertinent information will be discussed.

1.12 Crew Supervision:
It is the responsibility of the Contractor's Lead Supervisor to direct their crew and employees and convey all pertinent information that was expressed prior to work commencement. The SBCC Representative will not be responsible for explaining work to the crew.

SERVICE PERFORMANCE:

2.1 The Contractor(s) shall have full responsibility for systematically and professionally servicing the agreed to areas as requested. Service will be as agreed upon by SBCC and Contractor(s) and proceed in a contiguous manner. If the minimum acceptable performance is not achieved for any area of the project within a reasonable time frame following project completion, additional service shall be the responsibility of the Contractor(s) at no cost to SBCC. A reasonable time frame is dependent upon scope of work and weather conditions.

2.2 SBCC will rely on Contractor(s) to utilize the best, safe and efficient methods for performing services for each of its sites. SBCC is open to work with Contractor(s) to utilize the best possible methods to perform service with as little interference to the site as possible.

2.3 Please note that all methods for performing services shall be approved by SBCC prior to use. Any method deemed unnecessary, inefficient or dangerous to the site shall not be performed at any site.

2.4 Contractor(s) may also perform these additional miscellaneous services:
- Professional assistance to determine possible solutions to issues with Athletic Fields.
- Provide pricing proposals on athletic field maintenance as requested.

2.5 The Contractor(s) shall immediately notify the SBCC Representative upon discovery of any new or problematic issues. SBCC will be the sole determiner if action is required.

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2.6 HERBICIDE/INSECTICIDE/CHEMICAL APPLICATION:

Contractor(s) will be permitted to use herbicides/insecticides/chemicals in certain areas to assist in the performance of services under this RFP. Contractor(s) will be responsible to provide any and all herbicides, insecticides or other chemicals/materials necessary to perform services. Contractor(s) shall ensure that all restricted-use pesticides/herbicides/chemicals will be applied only by employees licensed by the Florida Department of Agriculture and Consumer Services with the appropriate Commercial Applicator License. That license will be a Category 3 Ornamental and Turf Pest Control License. Contractor(s) shall provide copies of these licenses within 24 hours of request. Failure to do so will result in the proposal being considered non-responsive. Furthermore, at no time shall any chemical be applied when any students or staff members are present in the immediate area. Any violation will be cause for immediate termination of contract from site or all sites.

Contractor(s) will be expected to comply with all herbicide/insecticide/chemical labels in its applications. ALL CHEMICALS SHALL BE USED IN ACCORDANCE WITH THEIR LABEL INSTRUCTIONS. Contractors will provide SBCC Representatives with a Material Safety Data Sheet (MSDS) for any chemical they apply, every time they apply it. The Contractor is liable for any penalty, fines, or damages resulting from the misuse of chemicals.

Contractor(s) shall list on the included sheet (Pricing Section D), any chemicals that will have a high usage in the work described herein. Chemical information shall include name, brand name, manufacturer, EPA Registration #, any model or MSDS # applicable and a brief description/purpose of usage. Please note it is not necessary to submit MSDs with RFP for those chemicals listed. Any and all MSDS will be collected from Contractor(s) after award and prior to usage.

Any and all chemicals must be approved by SBCC prior to usage.

While on the job site all chemicals must be kept secured at all times and handled in leak free containers per any and all applicable laws.

The Contractor is responsible for any leaks, spills, environmental damage, or theft of materials from the job site and for reporting quantities to the Florida Department of Environmental Protection in such cases. The Contractor shall be responsible for immediate work stoppage and clean-up operation in the event of any spill of herbicide, petroleum product or other hazardous material. The Contractor shall have on site at all times, appropriate first-aid and spill kit(s).

The Contractor shall properly dispose of chemical containers as set forth in the label instructions and in accordance with applicable federal, state and local requirements.. SBCC dumpsters are not to be utilized at any time during the course of the contract and all empty chemical containers will be removed by Contractor from site.

At no time will any chemical or spray be permitted to be used around or near playgrounds, playground equipment or on P.E. fields or equipment. Any violation will be cause for immediate termination at site and possible termination from all contracted sites.

Throughout the duration of the contract, it is understood that newly researched chemical products may become available. SBCC may consider these chemicals as they are made available. Contractor(s) shall meet with SBCC to discuss alternate products or new technologies that may increase efficiency, safety and/or be more environmentally safe at any time during the course of the contract. Any new product will be reviewed and either rejected or accepted at SBCC’s discretion.

Contractor(s) will be responsible for suppling their personnel with any and all personal protective equipment for their operators. Failure to do so may be grounds for termination of contract.

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2.7 ESTIMATES:
At the request of SBCC, Contractor(s) will provide estimates. At the time of the request, an authorized SBCC Representative will contact the awarded Contractor(s) and give a detailed description and further specifications of the project at hand. Contractor shall provide written, "not to exceed" estimates on all services as directed by the SBCC Representative. Contractor(s) should familiarize themselves with the extent of the work for each service/project to be performed and any conditions that may in any manner affect the work to be done and the equipment, materials and labor required. Estimates shall be priced per all pricing submitted under this RFP, to include the labor and itemized material list, number of calendar days required for project completion and lead time before work can commence. Contractor(s) should also include an assessment of any site or additional repairs to larger damaged areas or any other general observation of interest to the SBCC Representative.

After the initial contact by SBCC and response from Contractor(s), a meeting may take place prior to estimate being submitted. A meeting should be scheduled within three (3) to five (5) days from the original response. Written estimates shall be provided within five (5) business days of either the initial contact or any meeting. It shall be the Contractor's responsibility to ensure they have all information to prepare accurate estimates and to respond accordingly to SBCC. All estimates shall be clearly broken down using pricing from this RFP.

Estimates on projects may be utilized to determine if projects are cost effective and fiscally allowable by SBCC. Contractor(s) may expect to submit estimates that may be changed, altered or rejected. When an estimate has been approved, a purchase order will be issued and authorization to commence the project will be given by the SBCC Representative. **No work shall commence without a purchase order and District authorization.**

2.8 SBCC reserves the right to add supplementary specifications to any service(s) that fall under the scope of this RFP. Supplementary specifications may be for larger or special circumstances, at the time of said project. A price may be negotiated at the time if necessary for any supplementary specifications.

2.9 In the event additional work is required outside of an approved or scheduled service or project, the Contractor shall not proceed without the written approval of SBCC. This includes any emergencies that may arise. The Contractor shall be forewarned that only the SBCC Representative may order or approve work to be performed.

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Exhibit "B"

FEES FOR SERVICES
Per Agrow Pro Inc.
RFP 20-MA-319 Price Proposal

PRICING

A. Standard Services – Fixed Labor Rates*:*

Contractor(s) are expected to provide a rate for each of the specific services listed below, that shall include all supervision, labor costs, equipment, machinery, insurances, overhead, vehicle use charges, profit, travel time, mileage; and all tools or hand tools normally associated with the trade or industry standard and be exclusive of taxes as well as any other items necessary for the proper execution and completion of any services rendered under this RFP. **No additional charges or hidden costs shall be allotted during the course of the contract.** Contractor(s) shall provide pricing for all items listed below, failure to do so shall be cause for proposal to be deemed non-responsive.

	Service		Cost Per Application	Per
1.	Herbicide Application	Liquid	$35	Acre
		Granular	$35	Acre
2.	Insecticide Application	Liquid	$35	Acre
		Granular	$35	Acre
3.	Fertilizer Application	Liquid	$35	Acre
		Granular	$35	Acre
4.	Fungus / Disease control	Liquid	$35	Acre
		Granular	$40	Acre
5.	Aeration – Football Stadium		$100	Acre
6.	Aeration – Baseball		$100	Acre
7.	Aeration – Softball		$100	Acre
8.	Verticutting – Football Stadium		$125	Acre
	Verticutting – Baseball		$125	Acre
	Verticutting – Softball		$125	Acre
	Rototill – Football Stadium		$.01	Square Foot
	Rototill – Baseball		$.015	Square Foot
	Rototill – Softball		$.015	Square Foot
	Top Dressing – Football Stadium		$700	24 Ton Load
	Top Dressing – Baseball		$700	24 Ton Load
	Top Dressing – Softball		$700	24 Ton Load
9.	Sod removal / replacement		$1.00 (419 Bermuda)	Square Foot

B. Additional Services – Fixed Labor Rates:

Contractor shall supply hourly labor rates below for any and all **additional services** that are similar in scope and intent of this RFP or for work at the request of SBCC. Rates shall be provided for a Lead Supervisor and technician. All labor rates shall include the use of truck, tools and all other items necessary for satisfactory service. Rates shall be provided for standard business hours (M-F, 7am to 5pm) and non-standard business hours (anytime/day outside of standard business hours). All hourly rates and times shall start on the "job site". Any travel time expenses shall be borne by the Contractor and will not be reimbursed by SBCC.

Trade	Standard Hourly Rate	Non Standard Hourly Rate
Lead Supervisor	$100	$100
Technician	$50	$50
Other:	$25	$25
Other:	$	$

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C. Optional Services - Fixed Labor Rates:
Contractor(s) may provide a rate for each of the optional specific services listed herein, that shall include all supervision, labor costs, equipment, machinery, insurances, overhead, vehicle use charges, profit, travel time, mileage; and all tools, or hand tools normally associated with the trade or industry standard and be exclusive of taxes as well as any other items necessary for the proper execution and completion of any services rendered under this RFP. **No additional charges or hidden costs shall be allotted during the course of the contract.**

	Service	Cost	Per
	Warning track grading	$.015	Square Foot
	Infield Conditioner spreading	$.015	Square Foot
	Rye seed spreading	$35	Acre
	Rye Grass removal	$25 (chemical removal)	Acre

D. Chemicals/Materials/Sand/Seed/Infield Conditioner:
Any and all chemicals, materials, sand, seeds or conditioners directly related to the services described herein shall be noted below unless otherwise noted in this RFP. Please list any below that may have high usage under this RFP, along with the markup percentage. Chemical pricing is per pound for granular and per gallon for liquid. Sand, seed and infield conditioner pricing is per 50lb bag.

Name	Brand	Manufacturer	EPA#	MSDS#	Usage	Price
Rye seed	Sunbird	PRG Seed	N/A	N/A	Flexible	10% above cost
Infield Conditioner	Diamond Pro		N/A	N/A	Moderate/High	10% above cost
Green Divot Sand	Diamond Pro		N/A	N/A	Low	10% above cost
Dismiss NXT	Dismiss	FMC			Medium	2% above cost
Drive XLRB		BASF			Medium	2% above cost
Celsius		Bayer			Medium	2% above cost
Pendulum		BASF			Medium	2% above cost
Barricade		Syngenta			Medium	2% above cost
Specticle		Bayer			Medium	2% above cost
Talstor					Medium	2% above cost
Merit		Bayer			Medium	2% above cost
21-0-0		Howard			Medium	2% above cost
List an overall % above cost to products that Contractor can supply but that are not listed above.						2% above cost

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SUBMIT RFP TO:

SCHOOL BOARD OF CLAY COUNTY
PURCHASING DEPARTMENT

800 Center Street
Green Cove Springs, Florida 32043

REQUEST FOR PROPOSAL

Acknowledgement Form

Page 1 of 42 Pages	RFP WILL BE OPENED AT: **2:00 P.M. SEPTEMBER 22, 2020** and may not be withdrawn within 90 days after such date and time.	RFP NO. **20-MA-319**

POSTING TIME & DATE	PURCHASING DEPARTMENT REPRESENTATIVE	RFP TITLE
10:00 A.M. AUGUST 11, 2020	**Scott Schultz, Procurement Coordinator** **Email: Scott.Schultz@myoneclay.net**	**ATHLETIC FIELD MAINTENANCE SERVICES – COUNTY WIDE**

CONTRACTOR NAME	"NO RFP" REASON FOR NOT SUBMITTING RFP
	To qualify as a respondent, bidder shall submit only this bidder acknowledgement form and it shall be received no later than the stated RFP opening date and hour.
CONTRACTOR MAILING ADDRESS	_____ **AUTHORIZED SIGNATURE (MANUAL)**
CITY-STATE-ZIP	_____ **AUTHORIZED SIGNATURE (TYPED or PRINTED)**
TELEPHONE NUMBER: ( )	_____ **TITLE**
FAX NUMBER: ( )	
EMAIL ADDRESS:	

I hereby certify that I am submitting the following information as my firm's (Bidder and/or Contractor) RFP and am authorized as the Bidder and/or Contractor to do so. Bidder agrees to complete and unconditional acceptance of the contents of all pages in this Request For Proposal (RFP), and all appendices and the contents of any Addenda released hereto; Bidder agrees to be bound to any and all specifications, terms, conditions contained in RFP, and any released Addenda and understand that the following are requirements of RFP and failure to comply will result in disqualification of RFP submitted; Bidder certifies this offer is made without prior understanding, agreement, or connection with any corporation, firm, business entity or person submitting an offer for the same materials, supplies, equipment, or services(s), and is in all respects fair and without collusion or fraud. Bidder acknowledges that all information contained herein is part of the public record as defined by State of Florida Sunshine and Public Records Laws; all responses, data and information contained in this RFP are true and accurate.

SEALED RFP: All RFP sheets, requested documents, and this acknowledgement form must be executed and submitted in a sealed envelope. (DO NOT INCLUDE MORE THAN ONE PROPOSAL PER ENVELOPE.) The face of the envelope shall contain, in addition to the above address, the RFP number, date and time of the RFP opening and the company name. All RFPs are subject to the conditions specified herein. Those which do not comply with these conditions are subject to RFP being considered Non-Responsive.

SIGNATURE REQUIRED CHECKLIST:

Documents shall be submitted with RFP
X REQUEST FOR PROPOSAL ACKNOWLEDGEMENT FORM (Page 1)
X SPECIAL CONDITIONS (Page 9)
X PRICING TABLES (Page 16)
X DISCLOSURE OF POTENTIAL CONFLICT OF INTEREST (Page 34)
X CERTIFICATION REGARDING NON-DISCRIMINATING (Page 35)
X CERTIFICATION REGARDING LOBBYING (Page 36)
X CERTIFICATION REGARDING DEBARMENT, SUSPENSION (Page 37)
X DRUG-FREE WORKPLACE CERTIFICATION (Page 38)
X BIDDER'S STATEMENT PRINCIPAL PLACE BUSINESS (Page 39)
X NON-COLLUSION AFFADAVIT (Page 40)
X PROPOSAL CERTIFICATION (Page 42)

SUBMITTAL REQUIRED CHECKLIST:

Documents submitted with RFP.

X APPLICANT STATEMENT–BACKGROUND INFORMATION (Page 41)

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SEALED RFP REQUIREMENTS: Unless otherwise specified, bidders shall use the form(s) furnished by the Purchasing Department, of the School Board of Clay County, Florida ("SBCC" or "District") and enter information only in the spaces where a response is requested. Any modifications or alterations to the original RFP documents by the bidder, whether intentional or otherwise, may constitute grounds for rejection of a RFP. Bidders may use an attachment as an addendum to the RFP if sufficient space is not available on the original form for the bidder to enter a complete response. For purpose of evaluation, the bidder shall indicate any and all variances from specifications, terms, and/or conditions regardless of how slight. If variations are not stated in the RFP, it shall be assumed that the product or service fully complies with the specifications, terms, and conditions herein.

BIDDER'S RESPONSIBILITY: It is the responsibility of the Bidder to be certain that all numbered pages of the RFP and all attachments thereto are received and all Addendum released are received prior to submitting a RFP without regard to how a copy of this RFP was obtained. All RFPs are subject to the conditions specified herein, on the attached RFP documents, and on any Addenda issued thereto.

RFP SUBMITTED: Completed RFP must be submitted in a sealed envelope with RFP number and name clearly typed or written on the front of the envelope. **RFPs must be time stamped in SBCC Purchasing Department on or before Due Date and Time listed on Acknowledgement Form. The address for RFP submittal, including hand delivery and overnight courier delivery, is indicated as: 800 Center Street, Green Cove Springs, Florida 32043.** RFPs submitted by telegraphic, email, or facsimile transmission shall not be accepted. The Bidder is fully and completely responsible for the payment of all delivery costs associated with the delivery of their RFP or related material. Procurement and Warehousing Services shall not accept delivery of any RFP or related material requiring SBCC to pay for any portion of the delivery cost or the complete delivery cost.

EXECUTION OF RFP: RFP shall contain a manual signature of an authorized representative, officer or employee having authority to legally bind the company or firm in the space provided above. All RFPs must be completed in ink or typewritten. Use of erasable ink is not permitted.

If a price correction is necessary, draw a single line through the entered figure and enter the corrected figure or use an opaque correction fluid. All price corrections must be initialed by the person signing the RFP even when using opaque correction fluid. SBCC reserves the right to reject any RFP or RFP item completed in pencil or any RFP that contains illegible entries or price corrections not initialed.

PRICES QUOTED: Deduct discounts and quote firm net prices. Give both unit price and extended total. Prices must be stated in units to quantity specified in the RFP specification. In case of discrepancy in computing the amount of the RFP, the **Unit Price** quoted shall govern. Each item must be RFP separately and no attempt is to be made to tie any item or items in with any other item or items. All prices quoted shall be F.O.B. destination and freight prepaid (Bidder pays and bears freight charges). Awardee owns goods in transit and files any claims. Bidder is requested to offer a cash discount for prompt invoice payment, however such discounts shall not be considered in determining the lowest net cost for RFP evaluation purposes. Discount time shall be computed from the date of satisfactory delivery at place of acceptance or from receipt of correct invoice at the SBCC Accounts Payable Department, whichever is later. *Cash or quantity discounts offered shall not be a consideration in determination of award of RFP(s).*

TAXES: SBCC does not pay Federal Excise and State taxes. The applicable tax exemption number is shown on the Purchase Order.

MISTAKES: Bidders are expected to examine the specifications, delivery schedules, RFP prices and extensions, and all instructions pertaining to supplies and services. Failure to do so shall be at Bidder's risk.

CONDITION AND PACKAGING: It is understood and agreed that any item offered or shipped as a result of this RFP shall be new (current production model at the time of this RFP) unless otherwise specified. All containers shall be suitable for storage or shipment and all prices shall include standard commercial packaging.

SUBSTITUTIONS: SBCC *SHALL NOT* accept substitute shipments of any kind. Awardees are expected to furnish the brand quoted in their RFP once awarded by SBCC. Any substitute shipments shall be returned at the Awardee's expense.

MANUFACTURER'S NAMES AND APPROVED EQUIVALENTS: Any manufacturer's names, trade names, brand names, information, and/or catalog numbers listed in a specification are for information and not intended to limit competition. The bidder may offer any brand for which he is an authorized representative, which meets or exceeds the specification for any item(s). If RFPs are based on equivalent products, indicate the manufacturer's name and product number on the RFP form. Bidder shall submit cuts, sketches, and descriptive literature and/or complete specifications with their RFP. Reference to literature submitted with a previous RFP shall not satisfy this provision. The bidder shall also explain in detail the reason(s) why the proposed equivalent meets the specifications and should not be considered an exception thereto. The SBCC reserves the right to determine acceptance of item(s) as an approved equivalent. RFPs that do not comply with these requirements are subject to rejection. RFPs lacking any written indication of intent to RFP an alternate brand shall be received and considered in complete compliance with the specifications as listed on the RFP form. The Purchasing Department is to be notified of any proposed changes in (a) materials used, (b) manufacturing process, or (c) construction. However, changes shall not be binding upon the SBCC unless evidenced by a Change Notice issued and signed by authorized SBCC representative.

SAMPLES: Samples of items, when required, must be furnished free of expense within five (5) working days of request unless otherwise stated and, if not destroyed, will, upon request, be returned at the Bidder's expense. Bidders shall be responsible for the removal of all samples furnished within 30 days after RFP opening. All samples shall be disposed of after 30 days. Each individual sample must be labeled with Bidder's name, RFP number and item number. Failure of Bidder to either deliver required samples or to clearly identify samples as indicated may be reason for rejection of the RFP item. Unless otherwise indicated, samples should be delivered to SBCC Purchasing Department, 800 Center Street, Green Cove Springs, FL 32043.

DELIVERY: All deliveries shall be F.O.B. indicated destination, freight fully prepaid. Title to the goods shall pass to SBCC upon receipt and acceptance at the destination unless indicated otherwise herein. Until acceptance, the Contractor retains the sole insurable interest in the goods. The SBCC shall not accept collect freight charges. Time of delivery is an important consideration for the SBCC in making the award. The SBCC reserves the right to cancel any order, or any part thereof, without obligation if delivery is not made within the time specified. Any delivery made after cancellation of the order shall be returned at the Contractor's expense. Delivery shall be within the normal working hours of the user, Monday through Friday, excluding state holidays and days during which SBCC administration is closed.

AWARDS: In the best interest of the SBCC, the SBCC reserves the right to: 1) withdraw this RFP at any time prior to the time and date specified for the RFP opening; 2) make award(s) by individual item, group of items, all or none or a combination thereof with one or more suppliers; 3) to acquire additional quantities at prices quoted on this RFP unless additional quantities are not acceptable, in which case, the RFP sheets must be noted "RFP IS FOR SPECIFIED QUANTITY ONLY."; 4) to reject any and all RFPs or waive any minor irregularity or technicality in RFPs received; and 5) when it is determined there is no competition to the lowest responsible bidder, evaluation of other RFPs are not required. Bidders are cautioned to make no assumptions unless their RFP has been evaluated as being responsive. Upon award of this RFP, the successful bidder shall be notified of the award configuration in writing by the Purchasing Department. The bidder who is awarded this contract resulting from this RFP is cautioned not to provide goods and services to any SBCC site or to any SBCC employee prior to receiving a purchase order issued by the SBCC Purchasing Department. Notification of award is not to be construed as authorization to provide goods or services. The SBCC is not obligated to pay invoices for the provision of goods or services for which the SBCC Purchasing Department has not issued a purchase order, or invoices resulting from purchase order changes not authorized by the SBCC. All awards made as a result of this RFP shall conform to applicable Florida Statutes and shall be governed by the laws of the State of Florida, and must have venue established in the state court located in Clay County, Florida.

RFP OPENING: All RFPs shall be received no later than the date and time specified on the document. All RFPs received after that time shall not be considered. It is the bidder's responsibility to assure that their RFP is delivered at the proper time and place of the RFP opening. RFPs, which for any reason are not so delivered, shall not be considered. The public opening shall acknowledge receipt of the RFPs only, details concerning pricing or the offering may not be announced. All RFPs submitted shall become public record in accordance with F.S. 119.071. RFP files may be examined during normal working hours by appointment.

PROPRIETARY INFORMATION: Pursuant to Chapter 119, Florida Statutes, RFPs received as a result of this RFP shall not become public record until thirty (30) days after the date of opening or until posting of the recommendation for award, whichever occurs first. Thereafter, all RFP documents or other materials submitted by all Bidders in response to this RFP shall be open for inspection by any person and in accordance with Chapter 119, Florida Statutes. To the extent a Bidder asserts any portion of its RFP is confidential and exempt, long with specific citations of the Florida Statutes establishing the confidentiality or exemption. Failure to identify the portions of the RFP claimed to be exempt or the specific statutory authority establishing the exemption shall be deemed a waiver by the Bidder that any unidentified portion of the RFP is confidential or exempt from disclosure under Chapter 119, Florida Statutes.

PUBLIC RECORDS REQUEST: All public records requests shall be administered by the District Records Office at 900 Walnut Street, Green Cove Springs, Florida 32043, phone 904.336-6500, or by email at: PRR@myoneclay.net The Public Records Request Procedure form is available online at https://www.oneclay.net/domain/5052

INSPECTION, ACCEPTANCE & TITLE: Inspection and acceptance shall be at destination unless otherwise provided. Title to/or risk of loss or damage to all items shall be the responsibility of the Awardee until acceptance by the buyer unless loss or damage resulting from negligence by the buyer. If the materials or services supplied to SBCC are found to be defective or not conform to specifications, SBCC reserves the right to cancel the order upon written notice to the seller and return product at Awardee's expense.

PAYMENT AND INVOICING: Contractor shall be paid in accordance with the Florida Prompt Payment Act, Florida Statutes Chapter 218, upon submission of invoices to the SBCC at the prices stipulated on the contract at the time the order is placed, less deductions if any, after delivery and acceptance of goods in accordance with the Florida Prompt Payment Act. An original invoice referencing a SBCC purchase order number shall be submitted for payment to

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SBCC Accounts Payable Department, 814 Walnut Street, Green Cove Springs, FL 32043. Failure to follow these instructions may result in delay in processing invoices for payment.

INSURANCE / LICENSES / PERMITS: Bidder, by virtue of submitting a RFP, shall be in full compliance with LIABILITY INSURANCE, LICENSES AND PERMITS as specified herein. Bidder shall take special notice that SBCC shall be named as an additional insured under the General Liability policy including Products Liability.

The insurance policies shall be issued by companies qualified to do business in the State of Florida. The insurance companies must be rated at least A- by AM Best. All policies must remain in effect during the performance of the contract.

Where Awardees are required to enter or go onto SBCC property to deliver materials or perform work or services as a result of a RFP award, the Awardee agrees to The Hold Harmless Agreement stated herein and shall assume the full duty obligation and expense of obtaining all necessary licenses, permits and insurance. The Awardee shall be liable for any damages or loss to SBCC occasioned by negligence of the Awardee (or agent) or any person the Awardee has designated in the completion of the Contract as a result of their RFP.

RFP BONDS / PERFORMANCE BONDS: RFP bonds, when required, shall be submitted with the RFP in the amount specified in Special Conditions. RFP bonds shall be returned to non-Awardees. After acceptance of RFP, SBCC shall notify the Awardee to submit a performance bond and certificate of insurance in the amount specified in Special Conditions. Upon receipt of the performance bond, the RFP bond shall be returned to the Awardee.

LICENSES, CERTIFICATIONS AND REGISTRATIONS: As of the RFP Opening Date, Bidder must have all Licenses, Certifications and Registrations required when performing the services as described herein, in order for RFP to be considered a responsive and responsible RFP. Licenses, Certifications and Registrations required for this RFP shall be as required by Chapter 489, Florida Statutes, as currently enacted or as amended from time to time; by the State Requirements for Educational Facilities (SREF), latest version; and by SBCC. Bidder must submit a copy of all its current Licenses, Certifications and Registrations required as described herein, either with its RFP or within 24 hours upon request by SBCC.

An Awardee who has any License, Certification or Registration either suspended, revoked or expired after the date of the RFP Opening, shall provide notice to the Supervisor of Purchasing within five working days of such suspension, revocation or expiration. However, such suspension, revocation or expiration after the date of the RFP Opening shall not relieve the Awardee of its responsibilities under this RFP.

PATENTS & ROYALTIES: The Awardee, without exception, shall indemnify and save harmless SBCC and its employees from liability of any nature or kind, including cost and expenses for any copyrighted, patented, or unpatented invention, process, or article manufactured or used in the performance of the contract, including its use by SBCC. If the Awardee uses any design, device, or materials covered by letters, patent, or copyright, it is mutually understood and agreed without exception that the RFP prices shall include all royalties or cost arising from the use of such design, device or materials in any way involved in the work.

SAFETY STANDARDS / OSHA / MSDS: The Awardee warrants that the product supplied to SBCC shall conform in all respects to the standards set forth in the Occupational Safety and Health Act OSHA), as amended, and the failure to comply with this condition shall be considered as a breach of contract. The bidder further certifies that if they are the successful bidder and delivered product is subsequently found to be deficient pursuant to any OSHA requirement in effect on the date of delivery, all costs necessary to bring the material, equipment, etc. into compliance with aforementioned requirements shall borne solely by the bidder. The Manufacturer, Importer, or Distributor of a toxic substance shall provide all Material Safety Data Sheets (MSDS) with their RFP. (See Florida's Right-To-Know Law, Chapter 442, Florida Statutes.)

ASBESTOS / FORMALDEHYDE / LEAD-FREE: All building materials, pressed boards, and furniture supplied to SBCC shall be **100% asbestos free. It is desirous that all building materials, pressed boards and furniture supplied to SBCC also be 100% formaldehyde free.** Bidder, by virtue of bidding, certifies by signing RFP that, if awarded this RFP, only building materials, pressed boards, and/or furniture that is **100% asbestos free** shall be supplied. All material supplied to SBCC must be 100% lead free. Bidder, by virtue of signing RFP, certifies that only materials or equipment that is 100% lead free shall be supplied to SBCC.

CONTRACT WORK HOURS & SAFETY STANDARDS ACT: (34 CFR 80.36(i)(6)): All Contractors, contractors and subcontractors shall comply with sections 103 and 107 of the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-330) as supplemented by Department of Labor regulations (29 CFR part 5). Applies to all construction contracts awarded by the district and subgrantees in excess of $2000, and in excess of $2500 for other contracts which involve the employment of mechanics or laborers).

TOXIC SUBSTANCES IN CONSTRUCTION, REPAIR OR MAINTENANCE OF EDUCATIONAL FACILITIES: (Fla. Statute 1013-49: (1) All toxic substances enumerated in the Florida Substance List that are to be used in the construction, repair or maintenance of educational facilities have restricted usage provisions. (2) Before any such substance may be used the contractor shall notify the SBCC Superintendent or the SBCC Project Manager/Supervisor in writing at least three (3) working days prior to using the substance. The notification shall contain: (a) The name of the substance to be used; (b) Where the substance is to be used: and (c) When the substance is to be used. A copy of a material safety data sheet shall be attached to the notification for each such substance.

GOVERNMENTAL RESTRICTIONS: In the event any governmental restrictions may be imposed which would necessitate alteration of the material, quality, workmanship or performance of the items offered on this proposal prior to their delivery, it shall be the responsibility of the supplier to notify the Purchasing Department in writing at once indicating in their submittal the specific regulation that required an alteration. The SBCC reserves the right to accept any such alteration, including any price adjustments occasioned thereby, or to cancel the contract at no expense to the SBCC.

FACILITIES: SBCC reserves the right to inspect the Awardee's facilities at any time with prior notice. RFPs shall be considered only from firms which are regularly engaged in the business of providing the goods and/or services as described in this RFP, have a record of performance for a reasonable period of time; have sufficient financial support equipment and organization to ensure that they can satisfactorily execute the services if awarded a contract under the terms and conditions herein stated. The term "equipment and organization" as used herein shall be construed to mean a fully equipped and well-established company in line with best business practices in the industry and as determined in discretion by the proper authorities of the SBCC. SBCC may use the information obtained from this in determining whether Bidder is a responsible Bidder.

SPECIAL CONDITIONS: The Superintendent or Designee has the authority to issue Special Conditions and Specifications as required for individual RFPs. Any and all Special Conditions that may vary from General Conditions shall have precedence.

DISPUTES: in the event of a conflict between the documents, the order of priority of the documents shall be as follows:

Addenda released for this RFP, with the latest Addendum taking precedence, then;

The RFP; then

Bidder's submitted RFP.

In case of any other doubt or difference of opinion, the decision of SBCC shall be final and binding on both parties.

EXPENDITURE: No guarantee is given or implied as to any sums payable or the quantity or scope of any award under this RFP. SBCC is not obligated to place any order for goods/services as a result of this award. Order placement shall be based upon the needs and best interest of SBCC.

EXTENSION: In addition to any extension options contained herein, SBCC is granted the right to extend any award resulting from this RFP for the period of time necessary for SBCC to release, award and implement a replacement RFP for the goods, products and/or services provided through this RFP. Such extension shall be upon the same prices, terms and conditions as existing at the time of SBCC's exercise of this extension right. The period of any extension under this provision shall not be for a period in excess of six months from (a) the termination date of a contract entered into as a result of this RFP or (b) the termination date under any applicable period of extension under a contract entered into as a result of this RFP.

ASSIGNMENT: Neither any award of this RFP nor any interest in any award of this RFP may be assigned, transferred or encumbered by any party without the prior written consent from SBCC. There shall be no partial assignments of this RFP including, without limitation, the partial assignment of any right to receive payments from SBCC. The successful Contractors shall not assign, transfer, convey, sublet, or otherwise dispose of this contract, or of any or all rights, title or interest herein, or their power to execute such contract to any person, company, or corporation without prior written consent of SBCC. The successful Contractors have the sole and exclusive responsibility for furnishing services in accordance with this contract. The successful Contractor obligations cannot be delegated.

PURCHASE AGREEMENT: This RFP and the corresponding Purchase Orders shall constitute the complete agreement. SBCC shall not accept proposed terms and conditions that are different than those contained in this Invitation to RFP, including pre-printed text contained on catalogs, price lists, other descriptive information submitted or any other materials. By virtue of submitting a RFP, Awardee agrees to not submit to any SBCC employee, for signature, any document that contains terms and conditions that are different than those contained herein and that in the event any document containing any term or condition that differs from those contained herein is executed, said document shall not be binding on SBCC.

FISCAL NON-APPROPRIATIONS CLAUSE: In the event sufficient budgeted funds are not available for a new fiscal period, the purchasing department shall notify the Contractor of such an occurrence and the RFP and any resulting contract shall terminate on the last day of the current fiscal period without penalty or expense to the SBCC.

TIED RFP: In the event of tied or identical RFPs, preference shall be given to the RFP which certifies that a drug-free workplace has been implemented in accordance with Section 287.087 F.S. If all tied RFPs have a drug-free workplace program certification, then preference shall be given to the bidder whose business is physically located in Clay County, Florida. If neither Contractor is located in Clay County, Florida then preference shall be given to the bidder whose business is physically located in the State of Florida. If more than one tied bidder is located in Clay County, Florida or if no tied bidder or more than one tied bidder is located in the State of Florida, the award of the tied RFP shall be decided by the flip of a coin in the

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presence of witnesses. The coin flip shall be administered by the Supervisor of Purchasing who shall designate the calling of heads or tails.

LOBBY: Bidders are hereby advised that they shall not lobby with any School District personnel or SBCC Members regarding this RFP. All oral or written inquiries shall be directed through the Purchasing Department. Lobbying is defined as any action taken by an individual, firm, association, joint venture, partnership, syndicate, corporation, and all other groups who seek to influence the governmental decision of a Board Member or School District Personnel on the award of this contract. Any bidder or any individuals that lobby on behalf of a bidder shall result in the rejection/disqualification of said RFP.

ETHICS: All bidders shall comply with the requirements of law regarding ethics as set forth in Chapter 112, Florida Statutes, and rules promulgated by the Florida Commission of Ethics.

ACCESS TO RECORDS: (34 CFR 80.36 (i)(10): All Contractors, contracts and subcontractors shall give access to the SBCC, the appropriate Federal agency, the Comptroller General of the United States, or any of their duly authorized representative to any books, documents, papers, and records of the Contractor which are directly pertinent to this specific RFP/contract for the purpose of making audit, examination, excerpts and transcriptions.

RECORDS RETENTION: (34 CFR 80.36(i)(11)): All Contractors, contractors and subcontractors shall retain all records pertaining to this RFP/contract for three (3) years after SBCC makes final payment and all other pending matters closed.

CLEAR AIR ACT (34 CFR 80.36(i)(12)): All Contractors, contractors and subcontractors shall comply with all applicable standards, orders, or requirements issued under section 306 of the Clean Air Act (42 U.S.C. 11857 (h)), section 508 of the Clean Water Act (33 U.S.C. 1368), Executive Order 11738, and Environmental Protection Agency regulations (40 CFR part 15). (Applies to contract, subcontracts and subgrants of amounts in excess of $100,000).

ENERGY EFFICIENCY (34 CFR 80.36(i)(13): All Contractors, contractors and subcontractors shall comply with mandatory standards and policies relating to energy efficiency which are contained in the state energy conservation plan issued in compliance with the Energy Policy and Conservation Act (pub. L. 94-163, 89 Stat.871).

EQUAL EMPLOYMENT OPPORTUNITY (34 CFR 80.36(i)(3)): All Contractors, contractors and subcontractors shall comply with Executive Order 11246 of September 24, 1965, entitled "Equal Employment Opportunity" as amended by Executive Order 11375 of October 13, 1967, and as supplemented in Department of Labor regulations (41 CFR chapter 60). (Applied to all construction contracts awarded in excess of $10,000 by the district and their contractors or subgrantees).

COPELAND "ANTI-KICKBACK" ACT (34 CFR 80.36(i)(4)): All Contractors, contractors and subcontractors shall comply with the Copeland "Anti-Kickback" Act (18 U.S.C. 874) as supplemented in Department of Labor regulations (29 CFT part 3). (Applies to all contracts and subgranhts for construction or repair).

DAVIS-BACON ACT (34 CFR 80.36(i)(5)): All Contractors, contractors and subcontractors shall comply with the Davis-Bacon Act (40 U.S.C. 276a to 276a-7) as supplemented by Department of Labor regulations (29 CFR part 5). (Construction contracts in excess of $2000 awarded by grantees and sub-grantees when required by Federal grant program legislation). (Applies to construction contracts in excess of $2000 awarded by the district and subgrantees when required by Federal grant program legislation).

SCRUTINIZED COMPANIES WITH ACTIVITIES IN SUDAN LIST OR SCRUTINIZED COMPANIES WITH ACTIVITIES IN THE IRAN: By submitting a RFP any Company/Contractor/Contractor certifies that it is not on the Scrutinized Companies with Activities in Sudan List or the Scrutinized Companies with Activities in the Iran petroleum Energy Sector List. In the event that it is subsequently determined that the Company/Contractor/Contractor submitted a false certification any contract resulting from this RFP may be immediately terminated in accordance with s.287.135 Florida Statute.

SERVICE AND WARRANTY: Unless otherwise specified, the bidder shall define any warranty service and replacements that shall be provided during and subsequent to this contract. Bidders shall explain on an attached sheet to what extent warranty and service facilities are provided. All materials and/or services furnished under this RFP shall be warranted by the Contractor/distributor/manufacturer to be free from defects and fit for the intended use. Unless otherwise requested, the items RFP shall be new and equal to or exceed specifications. The manufacturer's standard guarantee or warranty shall apply. During the guarantee or warranty period, the successful bidder shall repair and/or replace any defects without cost to the SBCC with the understanding that all replacements shall carry the same guarantee or warranty as the original equipment. The successful bidder shall make any such repairs and/or replacements immediately upon receiving notice from the SBCC.

GOVERNING LAW: This RFP, any award(s) resulting from this RFP, and all transaction from this RFP shall be interpreted and construed in accordance with the laws of the State of Florida. Any protests arising from this RFP shall be subject to Section 120.57(3), Florida Statutes. Any disputes or controversies arising out of a contract award under this RFP shall be submitted to the jurisdiction of the state courts located in Clay County, Florida without regards to principles of conflicts of law.

PURCHASES BY OTHER GOVERNMENTAL AGENCIES (D.O.E. Regulation #6A1.012(5): With the consent and agreement of successful bidder(s), purchases may be made under this RFP by other governmental agencies within the State of Florida. Such purchases shall be governed by same terms and conditions as stated herein with exception of venue of litigation of disputes which may be changed to include only the state courts in the county in which the governmental agency is located.

USE OF OTHER CONTRACTS: SBCC reserves the right to utilize any other SBCC contract, any State of Florida Contract, any contract awarded by any other city or county governmental agencies, other schools, other community college/state university system cooperative RFP agreement, or to directly negotiate/purchase per SBCC and/or Rule 6A-1.012, Florida Administration Code as currently enacted or as amended from time to time, in lieu of any offer received or award made as a result of this RFP if it is in its best interest to do so.

PURCHASING AGREEMENTS AND STATE TERM CONTRACTS: The purchasing agreements and state term contract available under s. 287.056 have been reviewed.

CONE OF SILENCE: Any Bidder, or lobbyist for a Bidder, is prohibited from having any communications (except as provided in this rule) concerning any solicitation for a competitive procurement with any School Board member, the Superintendent, any Evaluation Committee Member, or any other School District employee after SBCC Purchasing Department releases a solicitation to the General Public. All communications regarding this solicitation shall be directed to the designated SBCC representative. This "Cone of Silence" period shall go into effect and shall remain in effect from the time of release of the solicitation until the contract is awarded by SBCC. Further, any Awardee, its principals, or their lobbyists shall not offer campaign contributions to School Board Members or offer contributions to School Board Members for campaigns of other candidates for political office during the period in which the Awardee is attempting to sell goods or services to SBCC This period of limitation of offering campaign contributions shall commence at the time of the "cone of silence" period for any solicitation for a competitive procurement as described by SBCC. **Any Bidder or lobbyist who violates this provision shall cause their RFP (or that of their principal) to be considered non-responsive and therefore be ineligible for award.**

NONCONFORMANCE TO CONTRACT CONDITIONS: Items offered may be tested for compliance with RFP conditions and specifications at any time. Items delivered, not conforming to RFP conditions or specifications, may be rejected and returned at Awardee's expense. Goods or services not delivered as per delivery date in RFP and/or Purchase Order may be rejected upon delivery and/or may be purchased on the open market. Any increase in cost may be charged against the Awardee. Any violation of these stipulations may also result in:

a) For a period of two years, any RFP submitted by Awardee shall not be considered and shall not be recommended for award.

b) All departments being advised not to do business with Awardee.

SEVERABILITY: In case of any one or more of the provisions contained in this RFP shall be for any reason be held to be invalid, illegal, unlawful, unenforceable or void in any respect, the invalidity, illegality, unenforceability or unlawful or void nature of that provision shall not affect any other provision and this RFP shall be considered as if such invalid.

JESSICA LUNSFORD ACT: In accordance with the Jessica Lunsford Act the bidder and all their employees, as required by law, shall undergo and pass a Level II fingerprinting and background check as required by F.S. 1012.465,467 or 468 and possess a SBCC fingerprinting clearance card prior to entry upon SBCC property. All costs associated with obtaining fingerprinting and background check shall be at no expense to the SBCC. To obtain information on when and how to obtain fingerprinting log on to the SBCC web site at oneclay.net/purchasing click on "Jessica Lunsford Act Information" or contact the Human Resources Division at (904) 336-6716.

BIDDER'S EMPLOYEE RESPONSIBILTY: All employees and/or sub-contractors of the Contractor shall be considered to be at all times the sole employees and responsibility of Contractor under their sole direction and not an employee or agent of SBCC. The contractor shall supply competent employees and/or sub-contractors and the SBCC may require the Contractor to remove an employee and/or sub-contractor it deems careless, incompetent, insubordinate of otherwise objectionable and whose presence on SBCC property is not in the best interest of the SBCC. Contractors and all their employees shall be in accordance with Jessica Lunsford Act. Each employee and or sub-contractor of contractor shall have and wear proper identification while on SBCC property and are required to sign in/out at main office or other designated place upon arrival and when leaving job site, if applicable. Workman using foul/abusive language or presenting an offensive appearance as determined by SBCC Representative(s) shall be asked to leave. Radios/other audio items are not to be used and Smoking is prohibited on SBCC property.

DISCRIMINATION: An entity or affiliate who has been placed on the discriminatory Contractor list may not submit a RFP on a contract to provide goods or services to a public entity, may not submit a RFP on a contract with a public entity for the construction or repair of a public building or public work, may not submit RFPs on leases of real property to a public entity, may not award or perform work as a contractor, supplier, subcontractor, or consultant under contract with any public entity, and may not transact business with any public entity.

PROTESTING: Any actual or prospective bidder who disputes the reasonableness, or competitiveness of the terms and conditions / specifications of the invitation to RFP or contract award recommendation, shall file a written Notice of Protest with the Superintendent of Schools within 72 hours of the posting of RFP solicitation or posting of the RFP tabulation with recommendation and shall file a formal written protest within ten working days following the

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filing of Notice of Protest. Any person who files an action protesting this RFP pursuant to FS 120.57(3)(b), shall post with the purchasing department at the time of filing the formal written protest, a bond payable to the School Board of Clay County in an amount equal to 1 percent (1%) of the total estimated contract value, but not less than $5000, which bond shall be conditioned upon the payment of all costs which may be adjudged against the protester in the administrative hearing in which the action is brought and in any subsequent appellate court proceeding. In lieu of a bond, a cashier's check, certified bank check, bank certified company check, money order or U.S. currency will be acceptable form of security. If, after completion of the administrative hearing process and any appellate court proceedings, the district prevails, it shall recover all costs and charges which shall be included in the final order or judgment, including charges made by the Division of Administrative Hearings, but excluding attorney's fees. Upon payment of such costs and charges by the protester, the protest security shall be returned. If the protester prevails, he or she shall recover from the district all costs and charges which shall be included in the final order of judgment, excluding attorney's fees. Failure to observe such timeliness shall constitute a waiver of proceedings and of right to protest as set forth in Chapter 120, Florida Statutes. RFP Tabulation / Recommendation of Award shall be posted online at **oneclay.net/purchasing** with the hard copy posted in the SBCC Purchasing Department at 800 Center Street, Green Cove Springs, Florida after the intended recommendation is announced on or about November 3, 2020. This tabulation shall remain posted for a minimum period of 96 hours. Section 3 b, Chapter 120.57, Florida Statutes, as currently enacted or as amended from time to time, states that **"The formal written protest shall state with particularity the facts and law upon which the protest is based."**

CONFIDENTIAL RECORDS: Notwithstanding any provision to the contrary within this Contract, any party contracting with SBCC under this Contract shall fully comply with the requirements of Sections 1002.22 and 1002.221, Florida Statutes; Family Educational Rights and Privacy Act (FERPA), and any other state or federal law or regulation regarding the confidentiality of student information and records. Each such party agrees, for itself, its officers, employees, agents, representatives, contractors or subcontractors, to fully indemnify and hold harmless SBCC and its officers and employees for any violation of this section, including, without limitation, defending SBCC and its officers and employees against any complaint, administrative or judicial proceeding, payment of any penalty imposed upon SBCC, or payment of any and all costs, damages, judgments or losses incurred by or imposed upon SBCC arising out of a breach of this covenant by the party, or an officer, employee, agent, representative, contractor, or sub-contractor of the party to the extent that the party or an officer, employee, agent, representative, contractor, or sub-contractor of the party shall either intentionally or negligently violate the provisions of this section or of Sections 1002.22 and/or 1002.221, Florida Statutes. Awardee agrees that it may create, receive from or on behalf of SBCC, or have access to, records or record systems that are subject to FERPA and/or HIPAA (collectively, the "Confidential Records"). Awardee represents, warrants, and agrees that it shall: (1) hold the Confidential Records in strict confidence and shall not use or disclose the Confidential Records except as (a) permitted or required by this Agreement, (b) required by law, or (c) otherwise authorized by the SBCC in writing; (2) safeguard the Confidential Records according to commercially reasonable administrative, physical and technical standards as required by law; and (3) continually monitor its operations and take any and all action necessary to assure that the Confidential Records are safeguarded in accordance with the terms of this Agreement. At the request of the SBCC, Awardee agrees to provide SBCC with a written summary of the procedures Awardee uses to safeguard the Confidential Records. A breach of these confidentiality requirements shall constitute grounds for the SBCC to terminate any Agreement with Awardee.

PUBLIC ENTITY CRIMES: Section 287.133(2)(a), Florida Statutes, as currently enacted or as amended from time to time, states that a person or affiliate who has been placed on the convicted Contractor list following a conviction for a public entity crime may not submit a RFP on a contract to provide any goods or services to a public entity, may not submit a RFP on a contract with a public entity for the construction or repair of a public building or public work, may not submit RFPs on leases of real property to a public entity, may not be awarded or perform work as a contractor, supplier, subcontractor, or consultant under a contract with any public entity, and may not transact business with any public entity in excess of the threshold amount provided in Section 287.017 for CATEGORY TWO [currently $25,000] for a period of 36 months from the date of being placed on the convicted Contractor list.

FORCE MAJEURE: Neither party to this Agreement shall be liable for delays or failures in performance under this Agreement (other than obligations relating to payment, confidentiality, and protection of ownership and intellectual property rights) resulting from acts or events beyond the reasonable control of such party (a "Force Majeure Event"), including acts of war, terrorism, acts of God, earthquake, flood, embargo, riot, sabotage, labor dispute, wide spread outbreak of disease or pandemic, governmental act, failure of the internet, power failure, or energy, utility, or telecommunications interruptions, provided that the delayed party: (i) gives the other party prompt notice of such cause; and (ii) uses its reasonable commercial efforts to promptly correct such failure or delay in performance. In the event that a Force Majeure Event lasts for more than 90 days, and the party experiencing the initial delay cannot correct its failure or delay in performance during that period of time, despite using its reasonable commercial efforts to do so, the other party may terminate the affected portions of this Agreement.

CANCELLATION / TERMINATION: In the event, the awarded bidder violates any of the provisions of this RFP or fails to perform their obligation under this contract in a manner satisfactory to the SBCC as per specifications, the Supervisor of Purchasing shall give written notice to the Contractor setting forth the deficiencies and unless the deficiencies are corrected within ten (10) days, recommendation shall be made to the SBCC for immediate cancellation of the contract. Failure of the Contractor to correct deficiencies shall give the SBCC the right to cancel this contract, but failure by the SBCC to exercise this right, in any instance, shall not prevent the subsequent exercise of this right by the SBCC or prejudice its claim for damages resulting from such default, violations, breach of contract or other failures whether or not an expressed written agreement exists for the provision of such goods and/or service. Upon cancellation, hereunder the SBCC may pursue any and all legal remedies as provided herein and pursuant to the contract and by law. The SBCC reserves the right to terminate any contract resulting from this invitation at any time for cause, upon giving seven (7) days prior written notice to the other party. If said contract should be terminated for cause or convenience as provided herein, the SBCC shall be relieved of all obligations under said contract. The SBCC shall only be required to pay to the award bidder that amount of the contract actually satisfactorily performed to the date of termination and shall not be responsible for any consequential damage, future damages or damages caused by lost profits, inconvenience or overhead expense to the Contractor. The SBCC may cancel the contract upon ninety (90) days written notice for reasons other than cause and Contractor shall have no legal recourse or cause of action against the SBCC damages resulting from said cancellation.

INDEMNIFICATION: Notwithstanding any contrary contractual language, nothing in any agreement shall be construed or interpreted to increase the scope or dollar limit of the School's or School Board's liability beyond that which is set forth in 768.28 Fla. Stat. , or to otherwise waive School's or School Board's sovereign immunity, or to require School or School Board to indemnify the Contractor or any other person, corporation or legal entity of any kind or nature whatsoever for injury or loss resulting from any acts other than the negligent acts of School or School Board or its agents or employees. Contractor shall, in addition to any other statutory or common law obligation to indemnify the School Board of Clay County, Florida, indemnify, defend and hold harmless the School Board of Clay County, Florida, its agents, officers, elected officials and employees against all claims, actions, liabilities, damages, losses, costs, fines punitive damages and expenses of any kind or nature whatsoever, including but not limited to attorney's fees and legal costs, brought against the School Board of Clay County, Florida, and/or its agents, officers, elected officials, employees and assigns, by any individual, corporation, consortium or any other legal person or entity, arising out of or caused by acts or omissions, negligence, recklessness, intentional wrongful misconduct, violations of laws, statutes, ordinances, government administration orders, rules or regulations of the contractor, contractor's employees, officers, agents, subcontractors, sub-subcontractors, material man or agents of any tier or their respective employees. This indemnification clause shall not be construed to require any indemnitor to indemnify the School Board of Clay County, Florida, for any negligence on the part of the School Board of Clay County, Florida, its agents or employees. The indemnification obligations hereunder shall not be limited to any limitation on the amount, type of damages, compensation, or benefits payable by or for the contractor or any subcontractor under workers' compensation acts, disability benefit acts, other employee benefits acts or any statutory bar. This indemnification/hold harmless provision shall survive the termination of any contract with the School Board of Clay County, Florida.

Any and all special conditions and specifications attached hereto that vary from these General Conditions shall have precedence. The accompanying RFP constitute an offer from the bidder. If any or all parts of the RFP are accepted by the School Board of Clay County, an authorized representative of the Purchasing Department shall issue an officially signed Award Letter which shall then constitute the completed written agreement between the parties. The conditions of the Award Letter become a part of the written agreement between the parties.

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The School Board of Clay County (SBCC or District) is seeking proposals for **"ATHLETIC FIELD MAINTENANCE SERVICES"**. This is a Request for Proposals ("RFP") for an independent Contractor or Contractors ((the "Contractor(s)")) to provide athletic field maintenance services as needed for all SBCC sites as outlined in the Appendices in the manner specified in the Scope of Work.

Request for Proposal packages may be obtained from the SBCC Purchasing Department by calling 904-336-6737 or can be downloaded from the Purchasing Department Webpage oneclay.net/purchasing click on "Active RFP Folder".

Qualified Contractors desiring to provide the required services must submit one (1) ORIGINAL hardcopy labeled as such on the cover, and five (5) copies, totaling six (6) proposal packages, submitted in a sealed package clearly marked on the outside**: "RFP 20-MA-319"** to SBCC Purchasing Department at 800 Center Street, Green Cove Springs, Florida 32043 before the time and date listed on RFP Acknowledgement Form.

It is the intent of the SBCC, if successful with contract negotiations, to enter into a written service contract for athletic field maintenance services for an initial three (3) year period with option to renew for three additional one (1) year contract periods upon mutual agreement by all parties, in writing.

A Proposal Committee shall review the proposals received in response to this RFP and make a recommendation to the Board for the selection of the Contractor(s). The Proposal Committee will consist of five (5) members. It is anticipated that, in performing their duties, the awarded Contractor(s) shall have substantial interaction with the District and School Athletic Director(s) and the Maintenance Department. This interaction shall include, but not be limited to; reviewing and modifying the scope of services, evaluating and discussing performance of Contractor(s) and corrective actions for performance deficiencies, and any other issues as determined by the SBCC Representatives.

It is expressly understood that the SBCC's preference/selection of any proposal does not constitute an award of a Contract with the SBCC. It is further expressly understood that no contractual relationship exists with the SBCC until a written Contract has been formally executed by both the SBCC, and the selected Contractor(s).

In the best interest of the School Board, the District reserves the right to reject any and all proposals/offers, with or without cause, to waive informalities, minor irregularities or other requirements in proposals/offers received and/or to accept any portion of the proposal/offer if deemed in the best interest of the District.

The District also reserves the right to request clarification of information from any Contractor. Any ex-parte communications initiated by a Contractor with any employee of the District other than those personnel specifically identified as contacts in this RFP, or communication with any member of the School Board may result in immediate disqualification from the RFP process.

The terms and conditions stipulated in this Request For Proposal are those desired by the SBCC and preference will be given to those proposals in full or substantial compliance therewith. Failure of the Contractors to provide in their proposal/offer any information requested in the RFP, may result in rejection for non-responsiveness. Failure of the Contractors to meet or exceed any stated minimums in the RFP may also result in rejections for reasons of non-responsiveness. However, after allowance for any deviations, all proposals may be considered. Contractors are cautioned that restrictive deviations from the desired program must be clearly stated in the Proposal Response.

The competence, responsiveness, and responsibility of Contractors will be considered in making the award. Contractors are required to submit with their proposal, data in regard to their qualifications as a service provider including experience, and a list of current companies successfully being serviced that are comparable to this request. Please include names and telephone numbers of persons to contact. The Contractors declare that the amount and nature of the materials/services to be furnished is

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understood and that the nature of this proposal is in strict accordance with the conditions set forth and is a part of this proposal, and that there will at no time be a misunderstanding as to the intent of the specifications or conditions to be overcome or pleaded after the proposals are opened.

The SBCC is not responsible for any expenses which Contractors may incur in preparing and submitting Proposals. The SBCC will not be liable for any costs incurred by the Contractor in connection with interviews/presentations (i.e., travel, accommodations, etc.). It is expressly understood, no Contractor may seek or claim any award and/or re-imbursement from the SBCC for any expenses, costs, and/or fees (including attorneys' fees) borne by any Contractor, during the entire RFP process. Such expenses, costs, and/or fees (including attorneys' fees) are the sole responsibility of the Contractor.

In the event that a contract/agreement is attached to the RFP, such attached contract/agreement is for discussion purposes only, and not necessarily reflective of any Contract that may be ultimately entered into by the SBCC. In the event that a contract/agreement is not attached to the RFP, it is expressly understood that the SBCC preference/selection of any proposal does not constitute an award of a contract/agreement with the SBCC. It is anticipated that subsequent to the SBCC preference/selection of any proposal, Contract negotiations will follow between the SBCC and the selected Contractor(s). It is further expressly understood that no contractual relationship exists with the SBCC until a Contract has been executed in writing by both the SBCC, and the selected Contractor(s). The SBCC reserves the right to delete, add to, or modify one or more components of the selected Contractor's proposal, in order to accommodate changed or evolving circumstances that the SBCC may have encountered, since the issuance of the RFP. It is further understood, no Contractor (whether selected or not) may seek or claim any award and/or re-imbursement from the SBCC for any expenses, costs, and/or fees (including attorney's fees) borne by any Contractor, during the entire RFP process. Such expenses, costs, and/or fees (including attorney's fees) are the sole responsibility of the Contractor. By submitting a proposal, a Contractor agrees to be bound by these terms and provisions of the RFP.

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In order to be considered for evaluation, the proposers shall demonstrate sufficient capacity, resources and experience to provide complete athletic field maintenance services as required by the District, and as specified in this RFP. Any proposer that fails to meet the following minimum criteria could be noted as "nonresponsive" and may not be evaluated/scored.

At a minimum, each proposer shall provide sufficient documentation to verify that:

1. The Contractor has successfully provided athletic field maintenance services for large organizations with multiple large facilities within the immediate past four (4) years, and those organizations will be included in the required references.

2. The firm can comply with the SBCC insurance requirements.

The successful Contractor shall furnish, prior to commencement of performance under this contract, to the School Board Purchasing Department, certificate(s) of insurance which clearly indicate the insurance coverage required below have been obtained:

CONTRACTOR'S AND SUB-CONTRACTOR'S INSURANCE: Contractor shall take out and maintain all insurance policies required below with companies authorized to do business under the laws of the State of FL. and satisfactory to the School Board. **The awarded Contractor SHALL ensure that any sub-Contractor they use maintain the same level of insurance coverage.** Insurer shall be rated A- with an FSC V or better in the current AM Best Guide through the life of the contract to include any renewal periods.

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Insurance certificate(s) reflecting the required coverage's shall be submitted to the School Board Purchasing Department prior to any work being performed under this Contract. Certificate(s) shall be submitted directly from Contractor's Insurance Agent and Mark All Certificates Attn: SBCC Purchasing Department, as Certificate Holder (with 30 day Notice of Cancellation or Change in Coverage) and list SBCC as Additional Insured with regards to RFP # 20-MA-319.

COMPREHENSIVE GENERAL LIABILITY AND PROPERTY DAMAGE INSURANCE: Including Premises Operation, Independent Contractor's Protective, Products and Completed Operation Board Form, Contractual Liability in at least the following amounts and coverage's:

Bodily Injury	Property Damage	Personal Injury
- Each Occurrence $1,000,000.00	- Each Occurrence $1,000,000.00	-Annual Aggregate $1,000,000.00
- Annual Aggregate $2,000,000.00	- Annual Aggregate $2,000,000.00	

- Completed Operations and Products Liability shall be maintained for one (1) year after final payment

WORKERS' COMPENSATION INSURANCE: Contractor is responsible for assuring that valid Worker's Compensation Insurance as required by Chapter 440, Florida Statutes is maintained for all of their employees and sub-Contractors employed at the site of the project. Such insurance shall comply fully with the Florida Worker's Compensation Law. In case any class of employees engaged in hazardous work under this Contract at the site of the project is not protected under the Workers' Compensation Statute the Contractor shall provide adequate insurance satisfactory to the Owner, for protection of his employees not otherwise protected. School Board shall accept an approved NOTICE OF ELECTION TO BE EXEMPT FROM THE PROVISIONS OF THE FLORIDA WORKERS' COMPENSATION LAW Certificate.

State	Employer's Liability	
- Statutory	- Per Accident $100,000.00	
	- Disease, Policy Limit $500,000.00	- Disease, Each Employee $100,000.00

AUTOMOBILE INSURANCE: Including all owned, non-owned and hired vehicles used in connection with the work in at least the following amounts and coverage's:

Bodily Injury	Property Damage
- Each Person $1,000,000.00	- Each Occurrence $1,000,000.00
- Each Occurrence $1,000,000.00	

- Each Accident – Single Limit – Bodily Injury and Property Damage combined one million dollars ($1,000,000.00)

NO PAYMENTS will be made until approved Insurance Certificate is received by SBCC.

NOTE: The successful Contractor(s) shall not assign, transfer, convey, sublet, or otherwise dispose of this contract, or of any or all rights, title or interest herein, or their power to execute such contract to any person, company or corporation without prior written consent of the School Board. The successful Contractor(s) have the sole and exclusive responsibility for furnishing services in accordance with this contract. The successful Contractor(s) obligations cannot be delegated.

RFPs must be submitted with all required documents to include completed Attachments/Exhibits. Contractors may use an attachment if sufficient space is not available on the original form for the Contractor to enter a complete response. Any modifications or alterations to the original RFP documents by the Contractor, whether intentional or otherwise, shall constitute grounds for rejection of a RFP. Any such modifications or alterations that a Contractor wishes to propose must be clearly stated in the Contractor's proposal response. Prior to submitting a RFP, it is the sole responsibility of Contractor to ensure that all addenda releases are received, and that all RFP and addenda requirements have been completed and that all required submittals have been included.

Questions on RFP shall be in writing to Scott Schultz, Procurement Coordinator, sent via email to scott.schultz@myoneclay.net by 2 PM on September 1, 2020.

Any and all written questions received shall be reviewed, responded to and if deemed necessary an official response shall be issued by the Purchasing Department in the form of an Addendum. This

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SPECIAL CONDITIONS

process shall constitute the only official means by which additional information regarding this RFP shall be made available. Additional information acquired by any other means shall not be utilized in the configuration of any Contractor's proposal and shall not be considered in the School Board evaluation of proposals submitted and shall be considered inadmissible in proposal dispute proceedings. Contractors may be disqualified who solicit or receive (even if unsolicited) additional information regarding the RFP by any other means than process described herein.

NOTE: ALL RFP SHEETS, THAT ARE REQUIRED, MUST BE EXECUTED AND SUBMITTED WITH SEALED PROPOSAL. ALL RFPs ARE SUBJECT TO THE CONDITIONS SPECIFIED HEREIN. THOSE WHICH DO NOT COMPLY WITH THESE CONDITIONS ARE SUBJECT TO REJECTION.

By submitting a proposal, the Contractor certifies that the Contractor has fully read and understands all General Conditions, Special Conditions, and has full knowledge of the scope, nature, and quality of work to be performed. Contractor certifies that this RFP is made without prior understanding, agreement, or connection with any corporation, firm, or person submitting a RFP for the same equipment/service and in all respects is fair and without collusion or fraud. Contractor agrees to abide by all conditions of this RFP and certifies that they are authorized to sign this RFP for the Contractor.

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AUTHORIZED CONTRACTOR SIGNATURE OF CONTRACTOR

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SCOPE OF SERVICES, PROPOSAL FORMAT, EVALUATION OF PROPOSALS

SCOPE OF SERVICES – The District wishes to receive proposals for selection of a Contractor(s) to provide Athletic Field Maintenance Services at various schools and facilities from the date of award through December 31, 2023, with renewal options.

The goal of SBCC and these services is to enhance the athletic fields and improve the appearance and care for all sites. Contractor(s) shall service sites and coordinate services with SBCC Representatives for each site, and inform those representatives of all treatments, services and completion status of said services.

SBCC currently has 13 sites located throughout Clay County, Florida that may require services under this RFP. Addresses for those sites are included as Appendix A, and maps of those sites are included as Appendix B. Site review/visits can be arranged by contacting John Sgromolo at (904)336-6919 or via email at john.sgromolo@myoneclay.net. Upon written notification to the Contractor, sites shall be added, or deleted, at the sole discretion of the School Board.

These sites include baseball, softball, football and practice fields. SBCC reserves the right to add or delete sites as necessary for the duration of the contract. Contractor(s) shall be able to perform services at any SBCC site. Pricing submitted by Contractor(s) under this RFP will be held for any additional site based upon the pricing given herein.

The majority of orders under this RFP will be placed by the SBCC Representative for each site. Any and all work ordered under this RFP is **upon request**, on an as needed basis only. Therefore, no minimum or maximum amount of work is guaranteed.

THE SERVICES:

1.1 All work performed under this RFP will be in the best interest of safety at all times, especially when students are present in and around designated areas. No power equipment shall be operated in the vicinity of students during periods such as class change, recess, after school care, fire drills, etc. Proper operation of equipment to include installed manufacturer safety devices is the awarded contractor's responsibility. Shirts and work pants must be worn at all times.

1.2 The awarded Contractor(s) shall provide as required, all necessary labor, materials, equipment and transportation to provide complete athletic field maintenance and services as required by the SBCC, and as specified in this RFP.

1.3 The awarded Contractor(s) must comply with all local, state and federal codes and School Board Rules.

1.4 The awarded Contractor(s) shall be responsible for any damage to District property, personal property or visitor property due to negligence on the part of the awarded contractor's employees or agents. The awarded Contractor(s) agree to repair, at own expense, any damage that was caused by the awarded Contractor(s), their employees or their agents.

1.5 The awarded Contractor(s) will be responsible for the removal of any blemish, tarnish or marking left on District grounds resulting from the awarded contractor's equipment. Specifically, but not limited to, concrete.

1.6 The awarded Contractor(s) shall, and in addition to all other guarantees, be responsible for faulty labor or workmanship and shall promptly correct improper work, without cost to the District,

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SCOPE OF SERVICES, PROPOSAL FORMAT, EVALUATION OF PROPOSALS

within 48 hours after receipt of notification of such faulty labor or workmanship. If the awarded Contractor fails within 48 hours to correct defects, the District shall be entitled to have such work remedied and the awarded contractor shall be fully liable for all costs and expense reasonably incurred by the District.

1.7 It is anticipated that most work will be accomplished Monday through Friday, taking into consideration holidays, or other school calendar days when the school may be closed. Any work disruptive to the operation of the school may require work to be performed after school hours or on a non-school day. Work performed on any day other than Monday through Friday must be cleared with the SBCC Representative prior to the commencement of the work.

1.8 If an unforeseen situation arises at any site that will affect the services, an authorized SBCC Representative will contact the awarded Contractor(s). The services may or may not be rescheduled, whichever is in the best interest of the District.

1.9 If conditions exist which prevent the awarded Contractor(s) from completing requested services, they must contact the appropriate SBCC Representative within 24 hours to reschedule remaining work.

1.10 TYPE OF SERVICE AND DESCRIPTION:
Contractor(s) shall be expected to perform the following types of services per the information contained herein. All of these services will be provided by the selected Contractor(s) **upon request** on any other applicable SBCC sites. This list of services is given for proposal purposes only and to inform vendors of the types of services that may be needed. This list does not limit or obligate SBCC.

- Weed Control and Management – Contractor will apply both liquid and granular herbicides to all fields as required to control all broad leaf weeds, sedges and grassy weeds on all fields and in accordance with plan agreed upon with SBCC Representatives.

- Insect Control and Management – Contractor will apply both liquid and granular insecticides as required to preventatively control turf damaging insects and fire ants and in accordance with plan agreed upon with SBCC Representatives.

- Fertilization – Contractor will apply both liquid and granular fertilizer to all fields as required to maintain turf color and vigor and in accordance with plan agreed upon with SBCC Representatives.

- Aeration – Contractor will aerate using tractor mounted equipment as required and in accordance with plan agreed upon with SBCC Representatives.

- Seed spreading and removal – Contractor will apply seeds using a tractor mounted spreader or walk behind drop spreader for infields and tight spaces. Removal of perennial rye grasses will be in accordance with plan agreed upon with SBCC Representatives.

- Verticutting – Contractor will verticut using tractor mounted equipment as required and in accordance with plan agreed upon with SBCC Representatives. Verticutting includes removal and disposal of debris on campus as directed by SBCC Representatives.

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- Material Hauling (Infield Conditioner/Warning Track Material) – Contractor will haul all material in turf friendly trailers, and provide any required material.

- Top Dressing – Contractor will apply top dressing as requested by SBCC Representatives.

- Rototilling – Contractor will rototill softball/baseball infields or any other needed areas.

- Fungus/Disease Control – Contractor will apply required fungicides on all fields as required to control nematodes and any other fungi and in accordance with plan agreed upon with SBCC Representatives.

- Sod Removal and Replacement – Contractor shall remove/add necessary sod to conform to dimensions required or as directed by SBCC. Sod will be supplied by Contractor.

- Optional and additional services to athletic fields as necessary as directed by SBCC. Optional services include:
  - Infield conditioner spreading
  - Warning track grading
  - Turf reconstruction
  - Replacement of sod where needed

1.11 Lead Supervisor shall meet with SBCC Representatives prior to the commencement of any project. Description of services and details for completion, methodology and any other pertinent information will be discussed.

1.12 Crew Supervision:
It is the responsibility of the Contractor's Lead Supervisor to direct their crew and employees and convey all pertinent information that was expressed prior to work commencement. The SBCC Representative will not be responsible for explaining work to the crew.

SERVICE PERFORMANCE:

2.1 The Contractor(s) shall have full responsibility for systematically and professionally servicing the agreed to areas as requested. Service will be as agreed upon by SBCC and Contractor(s) and proceed in a contiguous manner. If the minimum acceptable performance is not achieved for any area of the project within a reasonable time frame following project completion, additional service shall be the responsibility of the Contractor(s) at no cost to SBCC. A reasonable time frame is dependent upon scope of work and weather conditions.

2.2 SBCC will rely on Contractor(s) to utilize the best, safe and efficient methods for performing services for each of its sites. SBCC is open to work with Contractor(s) to utilize the best possible methods to perform service with as little interference to the site as possible.

2.3 Please note that all methods for performing services shall be approved by SBCC prior to use. Any method deemed unnecessary, inefficient or dangerous to the site shall not be performed at any site.

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SCOPE OF SERVICES, PROPOSAL FORMAT, EVALUATION OF PROPOSALS

2.4 Contractor(s) may also perform these additional miscellaneous services:

- Professional assistance to determine possible solutions to issues with Athletic Fields.
- Provide pricing proposals on athletic field maintenance as requested.

2.5 The Contractor(s) shall immediately notify the SBCC Representative upon discovery of any new or problematic issues. SBCC will be the sole determiner if action is required.

2.6 HERBICIDE/INSECTICIDE/CHEMICAL APPLICATION:

Contractor(s) will be permitted to use herbicides/insecticides/chemicals in certain areas to assist in the performance of services under this RFP. Contractor(s) will be responsible to provide any and all herbicides, insecticides or other chemicals/materials necessary to perform services. Contractor(s) shall ensure that all restricted-use pesticides/herbicides/chemicals will be applied only by employees licensed by the Florida Department of Agriculture and Consumer Services with the appropriate Commercial Applicator License. That license will be a Category 3 Ornamental and Turf Pest Control License. Contractor(s) shall provide copies of these licenses within 24 hours of request. Failure to do so will result in the proposal being considered non-responsive. Furthermore, at no time shall any chemical be applied when any students or staff members are present in the immediate area. Any violation will be cause for immediate termination of contract from site or all sites.

Contractor(s) will be expected to comply with all herbicide/insecticide/chemical labels in its applications. ALL CHEMICALS SHALL BE USED IN ACCORDANCE WITH THEIR LABEL INSTRUCTIONS. Contractors will provide SBCC Representatives with a Material Safety Data Sheet (MSDS) for any chemical they apply, every time they apply it. The Contractor is liable for any penalty, fines, or damages resulting from the misuse of chemicals.

Contractor(s) shall list on the included sheet (Pricing Section D), any chemicals that will have a high usage in the work described herein. Chemical information shall include name, brand name, manufacturer, EPA Registration #, any model or MSDS # applicable and a brief description/purpose of usage. Please note it is not necessary to submit MSDs with RFP for those chemicals listed. Any and all MSDS will be collected from Contractor(s) after award and prior to usage.

Any and all chemicals must be approved by SBCC prior to usage.

While on the job site all chemicals must be kept secured at all times and handled in leak free containers per any and all applicable laws.

The Contractor is responsible for any leaks, spills, environmental damage, or theft of materials from the job site and for reporting quantities to the Florida Department of Environmental Protection in such cases. The Contractor shall be responsible for immediate work stoppage and clean-up operation in the event of any spill of herbicide, petroleum product or other hazardous material. The Contractor shall have on site at all times, appropriate first-aid and spill kit(s).

The Contractor shall properly dispose of chemical containers as set forth in the label instructions and in accordance with applicable federal, state and local requirements.. SBCC dumpsters are not to be utilized at any time during the course of the contract and all empty chemical containers will be removed by Contractor from site.

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SCOPE OF SERVICES, PROPOSAL FORMAT, EVALUATION OF PROPOSALS

At no time will any chemical or spray be permitted to be used around or near playgrounds, playground equipment or on P.E. fields or equipment. Any violation will be cause for immediate termination at site and possible termination from all contracted sites.

Throughout the duration of the contract, it is understood that newly researched chemical products may become available. SBCC may consider these chemicals as they are made available. Contractor(s) shall meet with SBCC to discuss alternate products or new technologies that may increase efficiency, safety and/or be more environmentally safe at any time during the course of the contract. Any new product will be reviewed and either rejected or accepted at SBCC's discretion.

Contractor(s) will be responsible for suppling their personnel with any and all personal protective equipment for their operators. Failure to do so may be grounds for termination of contract.

2.7 ESTIMATES:

At the request of SBCC, Contractor(s) will provide estimates. At the time of the request, an authorized SBCC Representative will contact the awarded Contractor(s) and give a detailed description and further specifications of the project at hand. Contractor shall provide written, "not to exceed" estimates on all services as directed by the SBCC Representative. Contractor(s) should familiarize themselves with the extent of the work for each service/project to be performed and any conditions that may in any manner affect the work to be done and the equipment, materials and labor required. Estimates shall be priced per all pricing submitted under this RFP, to include the labor and itemized material list, number of calendar days required for project completion and lead time before work can commence. Contractor(s) should also include an assessment of any site or additional repairs to larger damaged areas or any other general observation of interest to the SBCC Representative.

After the initial contact by SBCC and response from Contractor(s), a meeting may take place prior to estimate being submitted. A meeting should be scheduled within three (3) to five (5) days from the original response. Written estimates shall be provided within five (5) business days of either the initial contact or any meeting. It shall be the Contractor's responsibility to ensure they have all information to prepare accurate estimates and to respond accordingly to SBCC. All estimates shall be clearly broken down using pricing from this RFP.

Estimates on projects may be utilized to determine if projects are cost effective and fiscally allowable by SBCC. Contractor(s) may expect to submit estimates that may be changed, altered or rejected. When an estimate has been approved, a purchase order will be issued and authorization to commence the project will be given by the SBCC Representative. **No work shall commence without a purchase order and District authorization.**

2.8 SBCC reserves the right to add supplementary specifications to any service(s) that fall under the scope of this RFP. Supplementary specifications may be for larger or special circumstances, at the time of said project. A price may be negotiated at the time if necessary for any supplementary specifications.

2.9 In the event additional work is required outside of an approved or scheduled service or project, the Contractor shall not proceed without the written approval of SBCC. This includes any emergencies that may arise. The Contractor shall be forewarned that only the SBCC Representative may order or approve work to be performed.

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SCOPE OF SERVICES, PROPOSAL FORMAT, EVALUATION OF PROPOSALS

PRICING

A. Standard Services – Fixed Labor Rates*:*

Contractor(s) are expected to provide a rate for each of the specific services listed below, that shall include all supervision, labor costs, equipment, machinery, insurances, overhead, vehicle use charges, profit, travel time, mileage; and all tools or hand tools normally associated with the trade or industry standard and be exclusive of taxes as well as any other items necessary for the proper execution and completion of any services rendered under this RFP. **No additional charges or hidden costs shall be allotted during the course of the contract.** Contractor(s) shall provide pricing for all items listed below, failure to do so shall be cause for proposal to be deemed non-responsive.

	Service		Cost Per Application	Per
1.	Herbicide Application	Liquid	$	Acre
		Granular	$	Acre
2.	Insecticide Application	Liquid	$	Acre
		Granular	$	Acre
3.	Fertilizer Application	Liquid	$	Acre
		Granular	$	Acre
4.	Fungus / Disease control	Liquid	$	Acre
		Granular	$	Acre
5.	Aeration – Football Stadium		$	Field
6.	Aeration – Baseball		$	Field
7.	Aeration – Softball		$	Field
8.	Verticutting – Football Stadium		$	Field
	Verticutting – Baseball		$	Field
	Verticutting – Softball		$	Field
	Rototill – Football Stadium		$	Field
	Rototill – Baseball		$	Field
	Rototill – Softball		$	Field
	Top Dressing – Football Stadium		$	Field
	Top Dressing – Baseball		$	Field
	Top Dressing – Softball		$	Field
9.	Sod removal / replacement		$	Square Foot

B. Additional Services – Fixed Labor Rates:

Contractor shall supply hourly labor rates below for any and all **additional services** that are similar in scope and intent of this RFP or for work at the request of SBCC. Rates shall be provided for a Lead Supervisor and technician. All labor rates shall include the use of truck, tools and all other items necessary for satisfactory service.Rates shall be provided for standard business hours (M-F, 7am to 5pm) and non-standard business hours (anytime/day outside of standard business hours). All hourly rates and times shall start on the “job site”. Any travel time expenses shall be borne by the Contractor and will not be reimbursed by SBCC.

Trade	Standard Hourly Rate	Non Standard Hourly Rate
Lead Supervisor	$	$
Technician	$	$
Other:	$	$
Other:	$	$

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SCOPE OF SERVICES, PROPOSAL FORMAT, EVALUATION OF PROPOSALS

C. Optional Services - Fixed Labor Rates:

Contractor(s) may provide a rate for each of the optional specific services listed herein, that shall include all supervision, labor costs, equipment, machinery, insurances, overhead, vehicle use charges, profit, travel time, mileage; and all tools, or hand tools normally associated with the trade or industry standard and be exclusive of taxes as well as any other items necessary for the proper execution and completion of any services rendered under this RFP. **No additional charges or hidden costs shall be allotted during the course of the contract.**

	Service	Cost	Per
	Warning track grading	$	Square Foot
	Infield Conditioner spreading	$	Square Foot
	Rye seed spreading	$	Acre
	Rye Grass removal	$	Acre

D. Chemicals/Materials/Sand/Seed/Infield Conditioner:

Any and all chemicals, materials, sand, seeds or conditioners directly related to the services described herein shall be noted below unless otherwise noted in this RFP. Please list any below that may have high usage under this RFP, along with the markup percentage. Chemical pricing is per pound for granular and per gallon for liquid. Sand, seed and infield conditioner pricing is per 50lb bag.

Name	Brand	Manufacturer	EPA#	MSDS#	Usage	Price
						___% above cost
						___% above cost
						___% above cost
						___% above cost
						___% above cost
						___% above cost
						___% above cost
						___% above cost
						___% above cost
						___% above cost
						___% above cost
						___% above cost
						___% above cost

Company Name:_____

Authorized Signature:_____

Print Name:_____

Date:_____

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SCOPE OF SERVICES, PROPOSAL FORMAT, EVALUATION OF PROPOSALS

PROPOSAL FORMAT

Timetable - Please make sure you can accommodate the following timetable.

August 11, 2020 at 10 AM	RFP Released
September 1, 2020 by 2 PM	RFP Questions by Email Due
September 8, 2020	Addendum Regarding Questions Posted (if Applicable)
September 22, 2020 by 2 PM	Proposals Due
October 13-16, 2020	Finalist Interviews (if Applicable)
November 3, 2020	Award Notification Posted On or About
December 3, 2020	Board Approval

Proposers should provide their best offer with the initial proposal since the District reserves the right to award a contract based on initial Proposal without any further negotiations.

Contractors are given wide latitude in the degree of detail they offer in their Proposal, including the extent to which they describe their corporate capability and how their firm engages in services that meet the objectives of the District. There is no limit on the number of pages; however, Proposers should prepare their Proposal simply and economically, providing a straightforward and concise description of their ability to satisfy the requirements of the RFP. Proposals that are of excessive length, contain a preponderance of boilerplate text, or are redundant are discouraged. Emphasis in each Proposal should be on completeness, clarity of content and address all required components in the order given in this RFP. Failure of a Contractor to provide the appropriate information or materials in response to each stated requirement or request for information may result in lower scores during the evaluation process. The aim of the required format is to simplify the proposal preparation and evaluation process and to ensure that all proposals receive the same orderly review. All proposals should include the following components:

Cover Letter - Provide a one-or two-page cover letter. Include one original signed cover letter with the original proposal and a copy of the cover letter with each copy of the proposal. The cover letter should provide the following:

- A brief statement of the Contractor's understanding of the services to be provided.
- The name(s), title(s), phone number(s), fax number(s), e-mail address(es), and street address(es) of the person(s) in the organization who will be the client services' manager who will be responsible for coordinating all services.
- Highlights of the Contractor's qualifications and ability to perform the requested services.
- Specify the level of capability, financial stability, material equipment, facilities, personnel, resources, experience knowledge and expertise, or demonstrate ability to obtain any of these, necessary to meet contractual requirements.
- Indicate whether the Contractor has a satisfactory record of performance on similar projects.
- The Contractor shall supply information that is fully responsive to the RFP, including, but not limited to, provision of any required license, permits, insurance, price sheets and organizational papers.
- Specify the level of work experience especially as it relates to proposed Scope of Services noted in RFP.
- Indicate whether Contractor has ever had a contract/agreement/business relationship terminated/cancelled/suspended. If so, what were the reasons, and what was the ultimate outcome?

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SCOPE OF SERVICES, PROPOSAL FORMAT, EVALUATION OF PROPOSALS

- Indicate whether Contractor has ever filed a Bid/RFP/RFQ protest. If so, what were the reasons, and what was the ultimate outcome?
- Indicate whether Contractor has ever filed an administrative or judicial action with any State agency or Stat court. If so, what were the grounds/reasons, and what was the ultimate outcome?

Section 1: Familiarity and Experience within the Scope of Services – This section should address how the Contractor can provide the requested services as outlined in this RFP. If the Contractor is not able to provide a requested service, please respond accordingly. Contractor should also showcase an example of services your company has successfully provided, preferably with a School District/Governmental Entity that is similar in size to the SBCC.

Section 2: Company Qualifications – Contractor should provide the following information, at a minimum, about your company:

- Introduction to the company, providing (a) background information; (b) # of technicians; (c) summary of applicable equipment and material.
- Summary resumes of key personnel who will be assigned to the SBCC.

Section 3: Pricing – Using the Pricing Tables (pgs 15--17), provide the pricing and fees associated with Contractor's services.

- Please describe any other available discounts or guarantees.

Section 4: References – Include: Client name, location, length of relationship, contact person, and phone number.

- Please provide a list of 3 current references of clients of similar size to that of the District (preferably in the greater North Central Florida area).
- Please provide a list of 3 former clients who have discontinued your services within the last two years, including contact name and phone number.

Section 5: Completed original RFP required documents to include all Attachments/Exhibits

EVALUATION OF PROPOSALS - Proposals will be evaluated in accordance with the following Evaluation Criteria: Familiarity and Experience within the Scope of Services, Staff Qualifications, Pricing, References, and RFP Documentation. Proposals will be reviewed by an Audit Committee.

Final team rankings will be summarized, Award Notification Posted, Written Contract negotiated, and finalized with Board approval.

The SBCC may elect to conduct oral interviews or presentations from one or more of the proposal respondents. If the SBCC elects to conduct oral presentations or interviews, such presentations or interviews will be conducted in accordance with Florida Sunshine Laws.

Selected firms will be notified if presentations/interviews are required. The SBCC desires to avoid the expense to all parties of unnecessary presentations. The evaluation team will make every reasonable effort to make recommendations based upon the written submittals alone. If a single number one ranked firm cannot be clearly determined, then the evaluation team shall request the Purchasing Supervisor to set-up the top ranked firms for presentations/interviews.

The SBCC intends to select a Contractor that demonstrates, in the District's opinion, the highest degree of compliance with the criteria specified herein..

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SCOPE OF SERVICES, PROPOSAL FORMAT, EVALUATION OF PROPOSALS

Definitions of Evaluation Criteria for Ranking of Proposals for RFP 20-MA-319

A. Familiarity and Experience within the Scope of Services (0-40 points).
- Should address scope of services requested and any additional services the Contractor will provide.

B. Staff Qualifications (0-15 points).
- The proposal will be evaluated on the consultant's demonstrated staff qualifications.

C. Pricing (0-20 points).

D. References (0-15).
- Provide a minimum of 3 current and 3 prior references (maximum of 5 allowed).

E. RFP Documents (0-10).
- Completed original RFP required documents to include all Attachments/Exhibits.

EVALUATION RANKING SHEET FOR RFP #20-MA-319
ATHLETIC FIELD MAINTENANCE SERVICES – COUNTY WIDE

SCHOOL BOARD OF CLAY COUNTY, FLORIDA DATE:_____
CRITERIA FOR RANKING RFP 20-MA-319

VENDOR	A. FAMILIARITY AND EXPERIENCE WITHIN SCOPE OF SERVICES 0 TO 40	B. FIRM/STAFF QUALIFICATIONS 0 TO 15	C. PRICING 0 TO 20	D. REFERENCES 0 TO 15	E. RFP DOCUMENTS 0 TO 10	TOTALS

SIGNATURE OF RATER:_____

PRINT NAME: _____

DATE:_____

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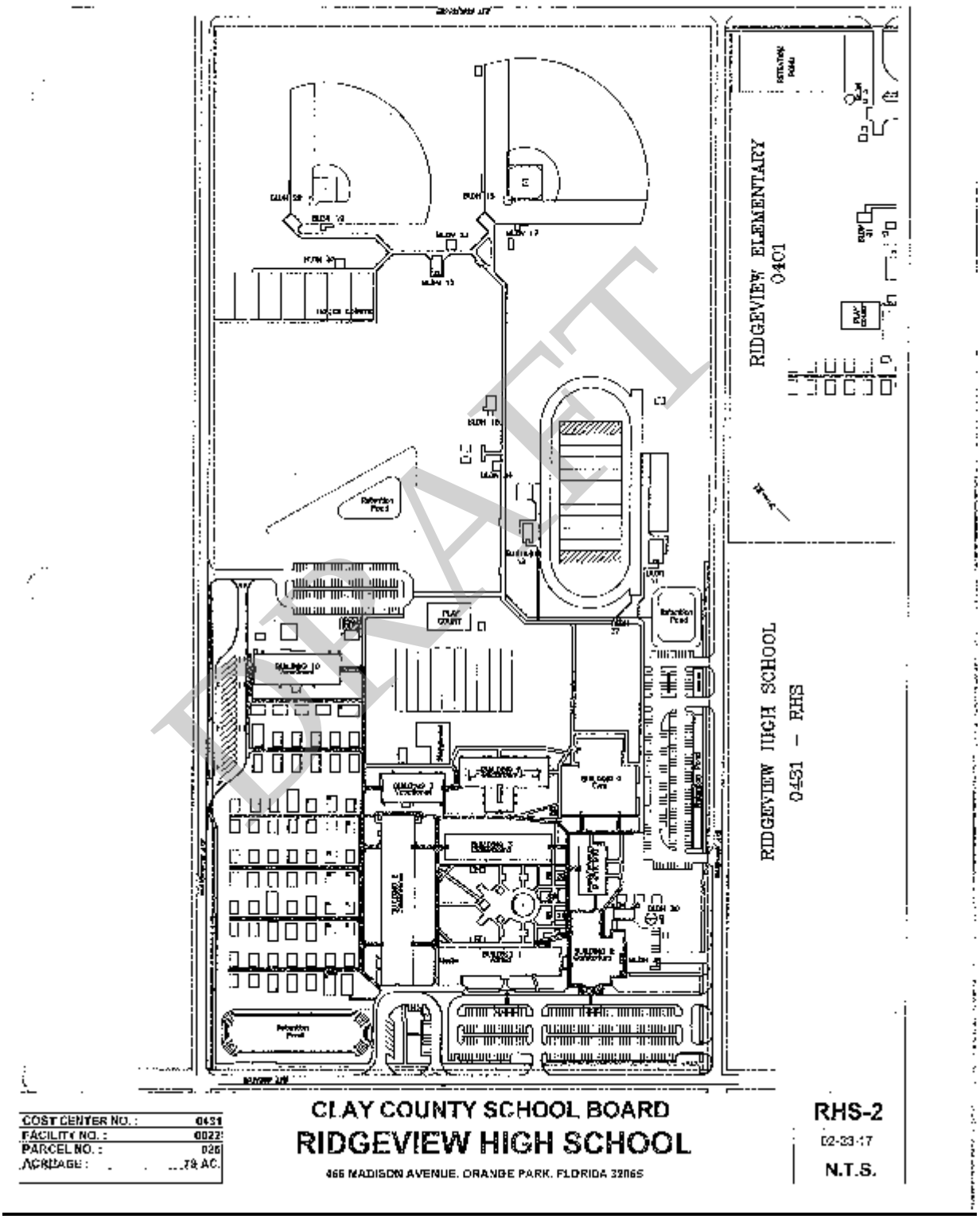
Appendix A – (2 pages)
School/Facility Addresses

Junior High	**Address**
Green Cove Springs Junior	1220 Bonaventure Avenue, Green Cove Springs, FL 32043
Lake Asbury Junior	2851 Sandridge Road, Green Cove Springs, FL 32043
Lakeside Junior	2750 Moody Avenue, Orange Park, FL 32073
Oakleaf Junior	4085 Plantation Oaks Blvd., Orange Park, FL 32065
Orange Park Junior	1500 Gano Avenue, Orange Park , FL 32073
Wilkinson Junior	5025 County Road 218, Middleburg, FL 32068
High Schools	**Address**
Clay High	2025 State Road 16 West, Green Cove Springs, FL 32043
Fleming Island High	2233 Village Square Parkway, Fleming Island, FL 32003
Keystone Heights High	900 Orchid Avenue, Keystone Heights, FL 32656
Middleburg High	3750 County Road 220, Middleburg, FL 32068
Oakleaf High	4035 Plantation Oaks Blvd., Orange Park, FL 32065
Orange Park High	2300 Kingsley Avenue, Orange Park, FL 32073
Ridgeview High	466 Madison Avenue, Orange Park, FL 32065

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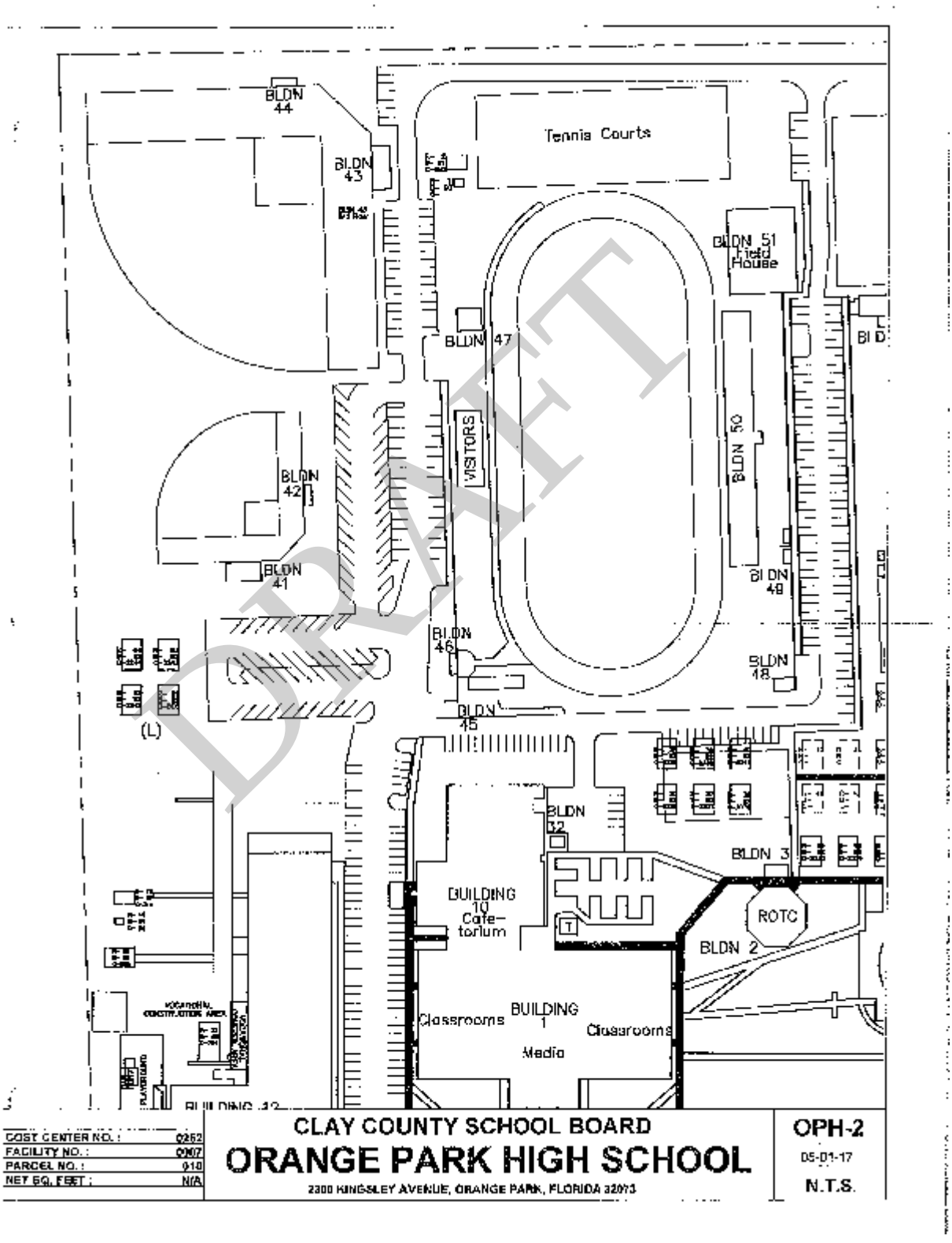
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Appendix B - (13 maps)
School Maps



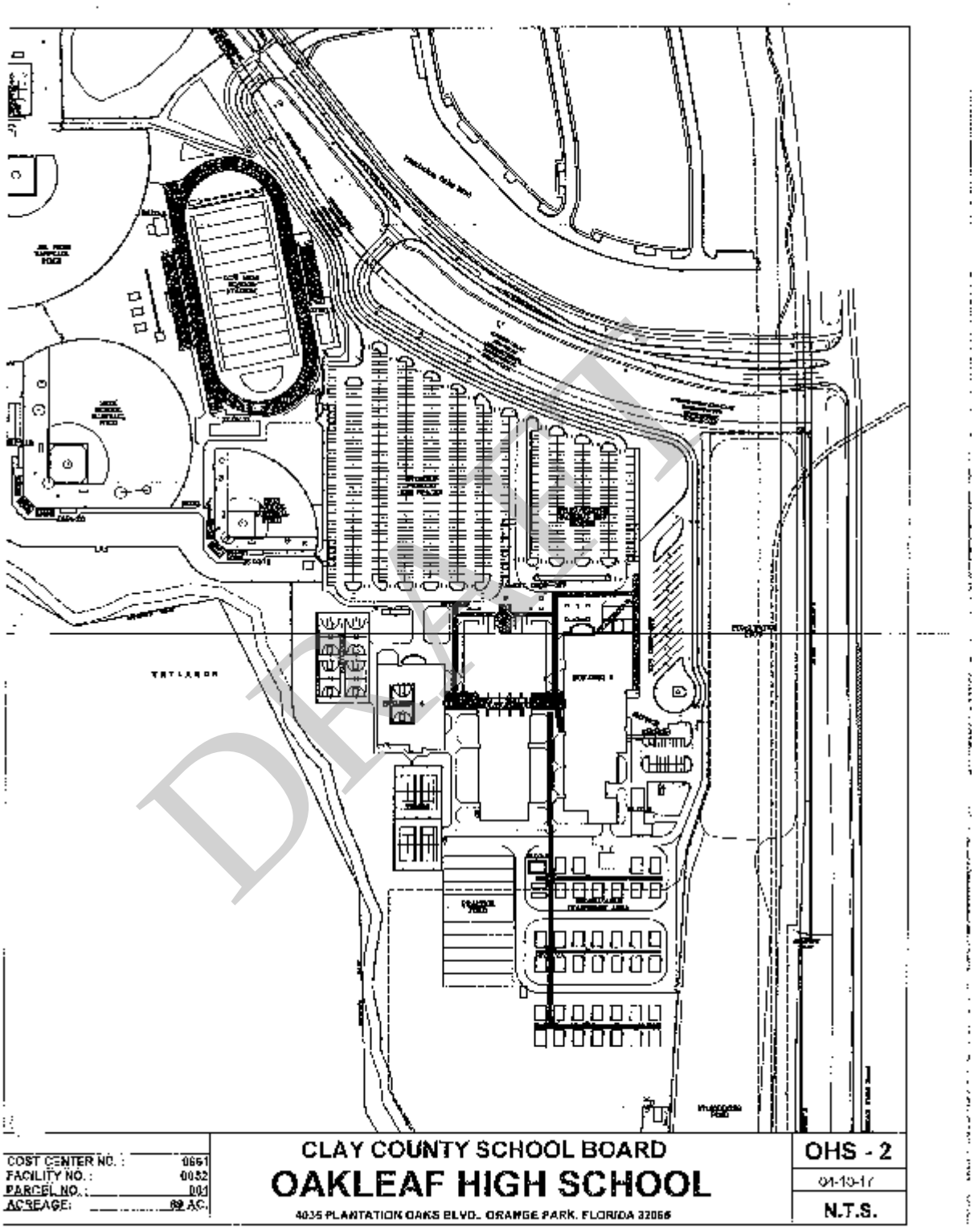
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Appendix B - (13 maps)
School Maps



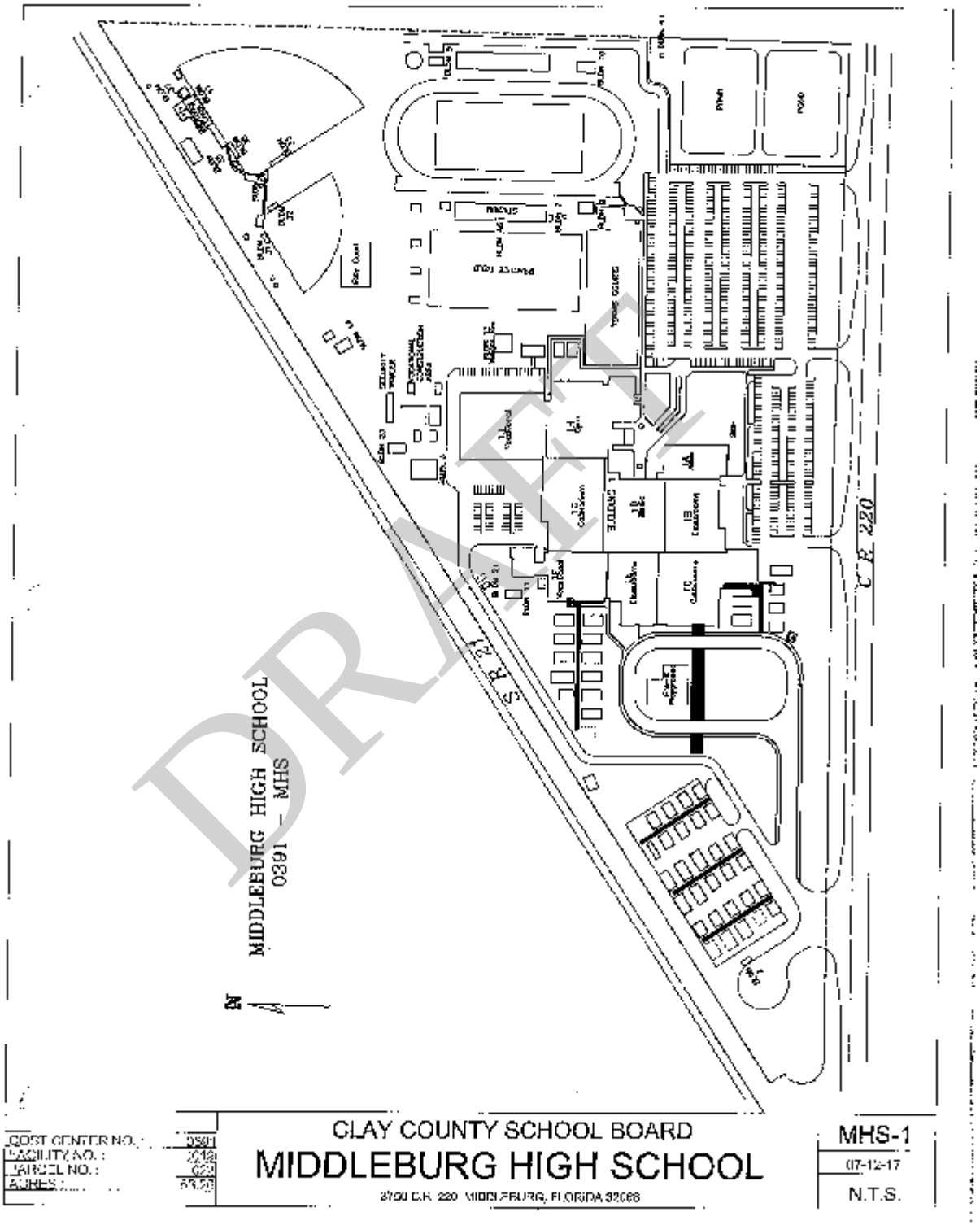
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School Maps



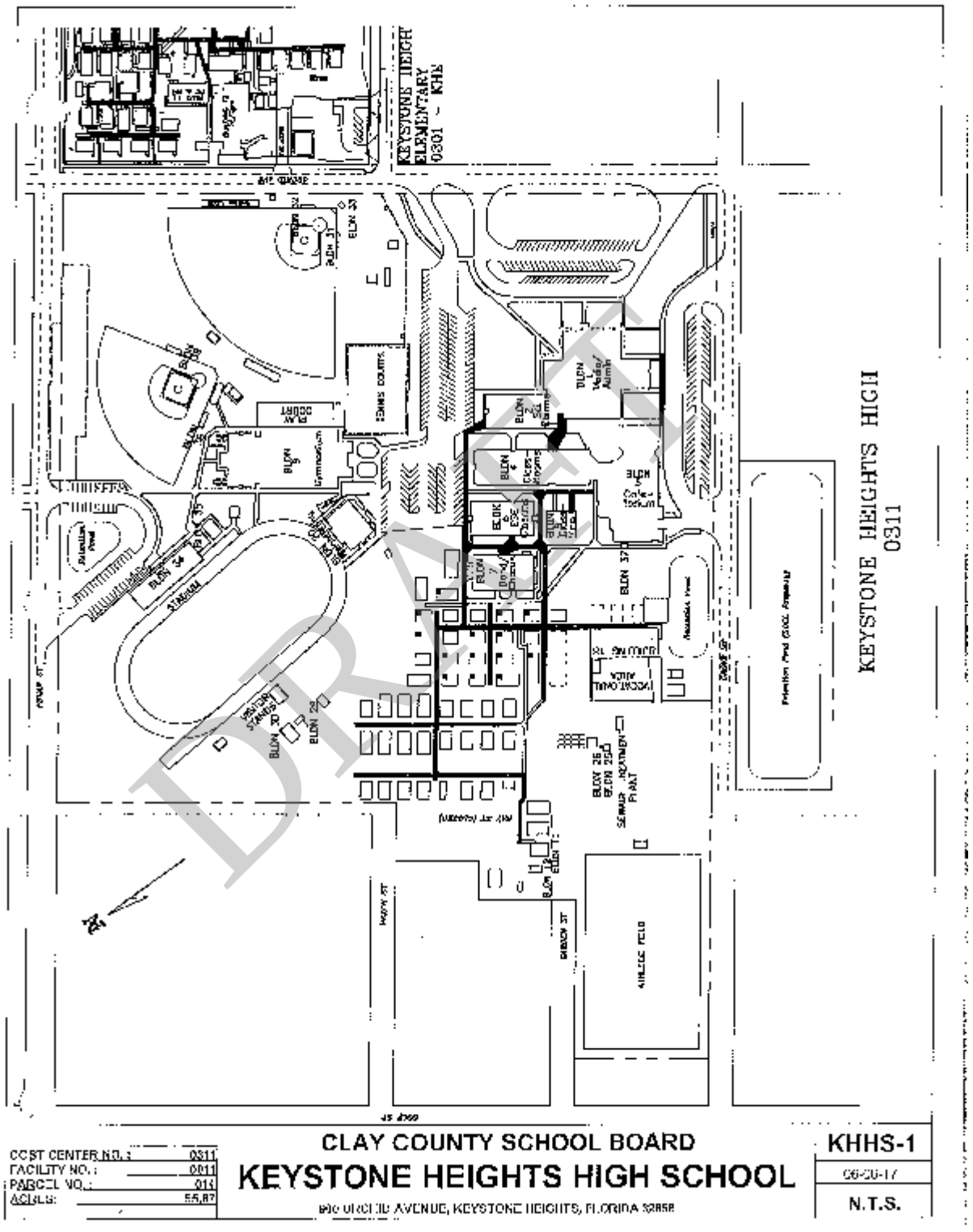
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School Maps

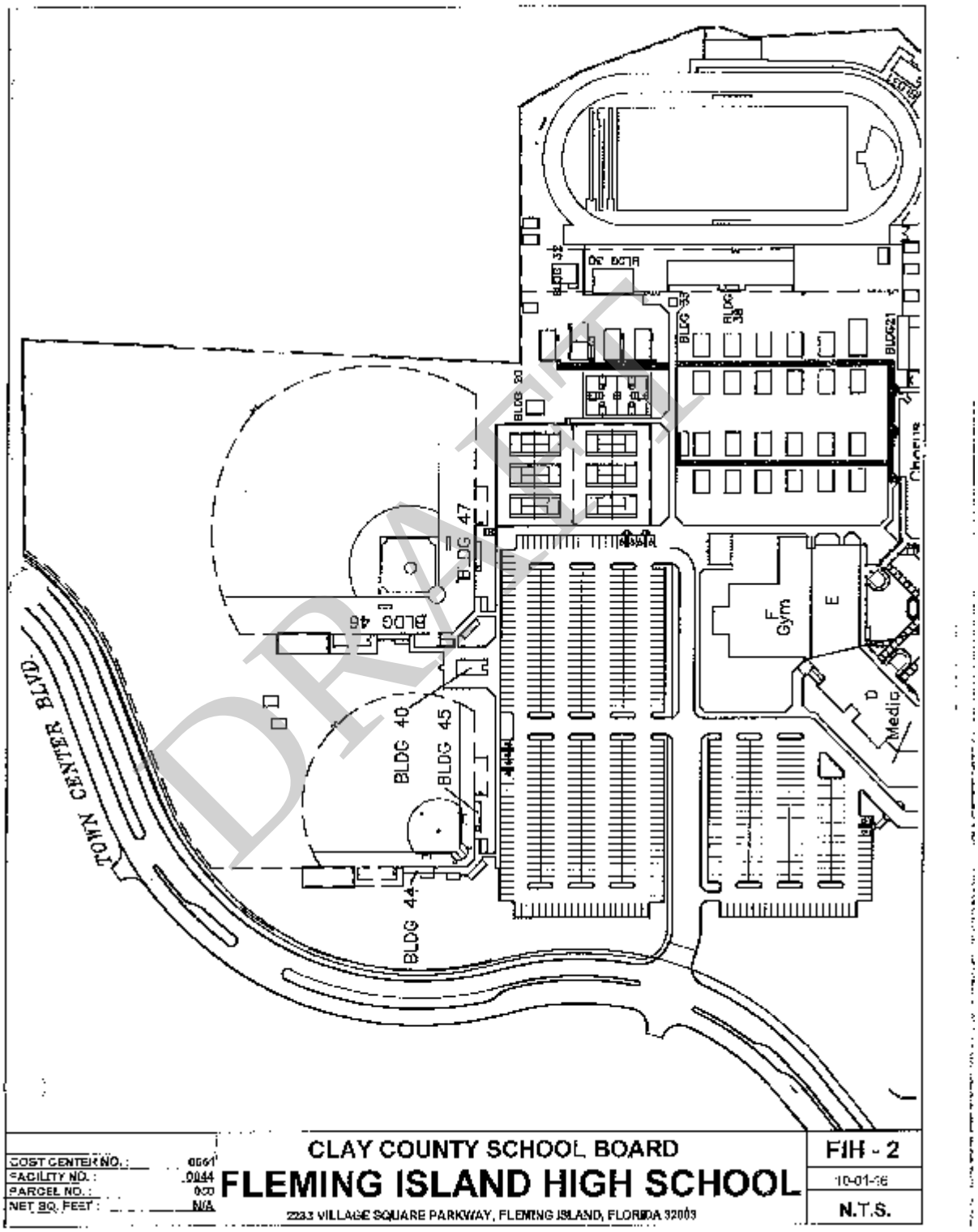


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School Maps

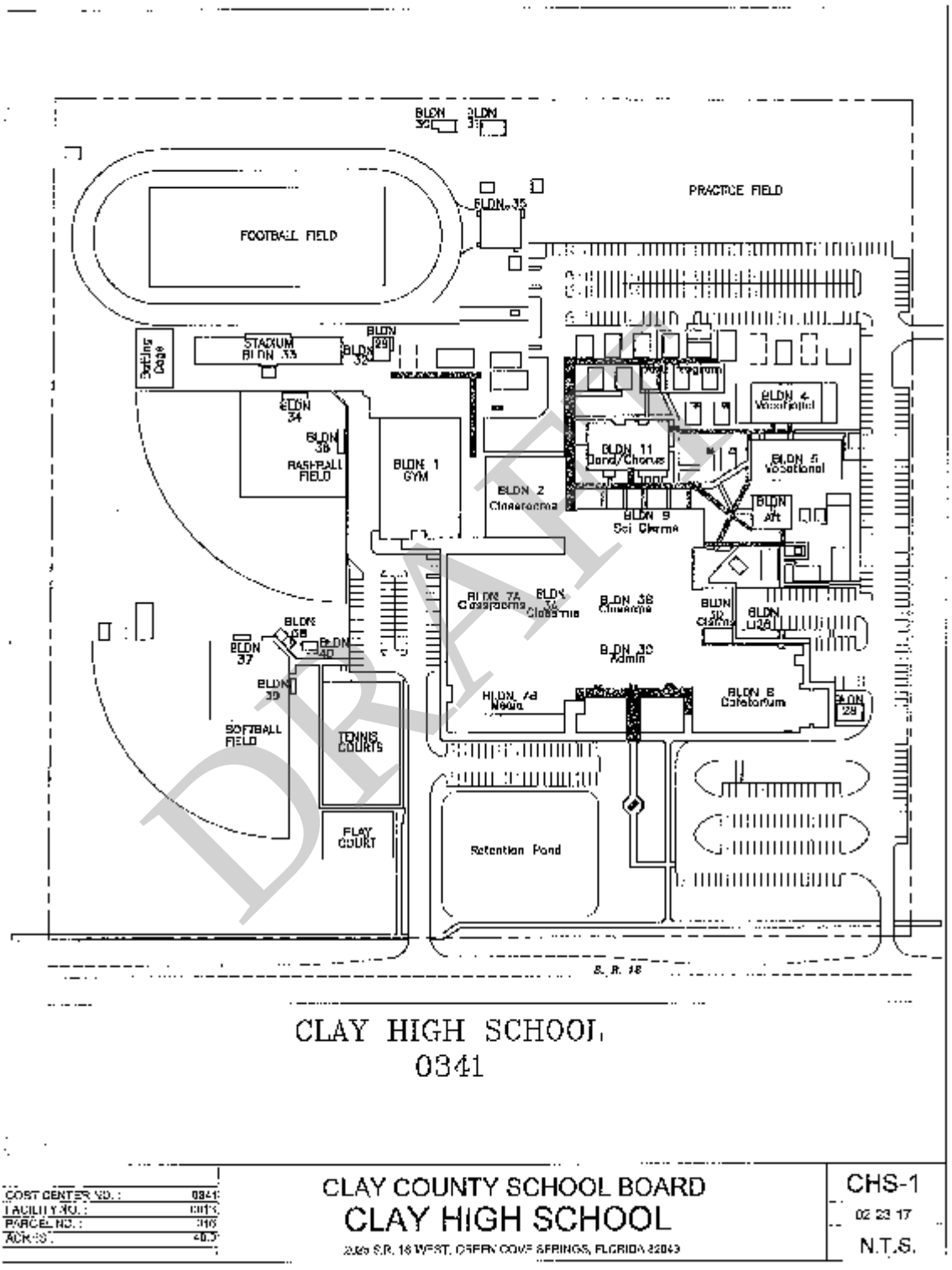


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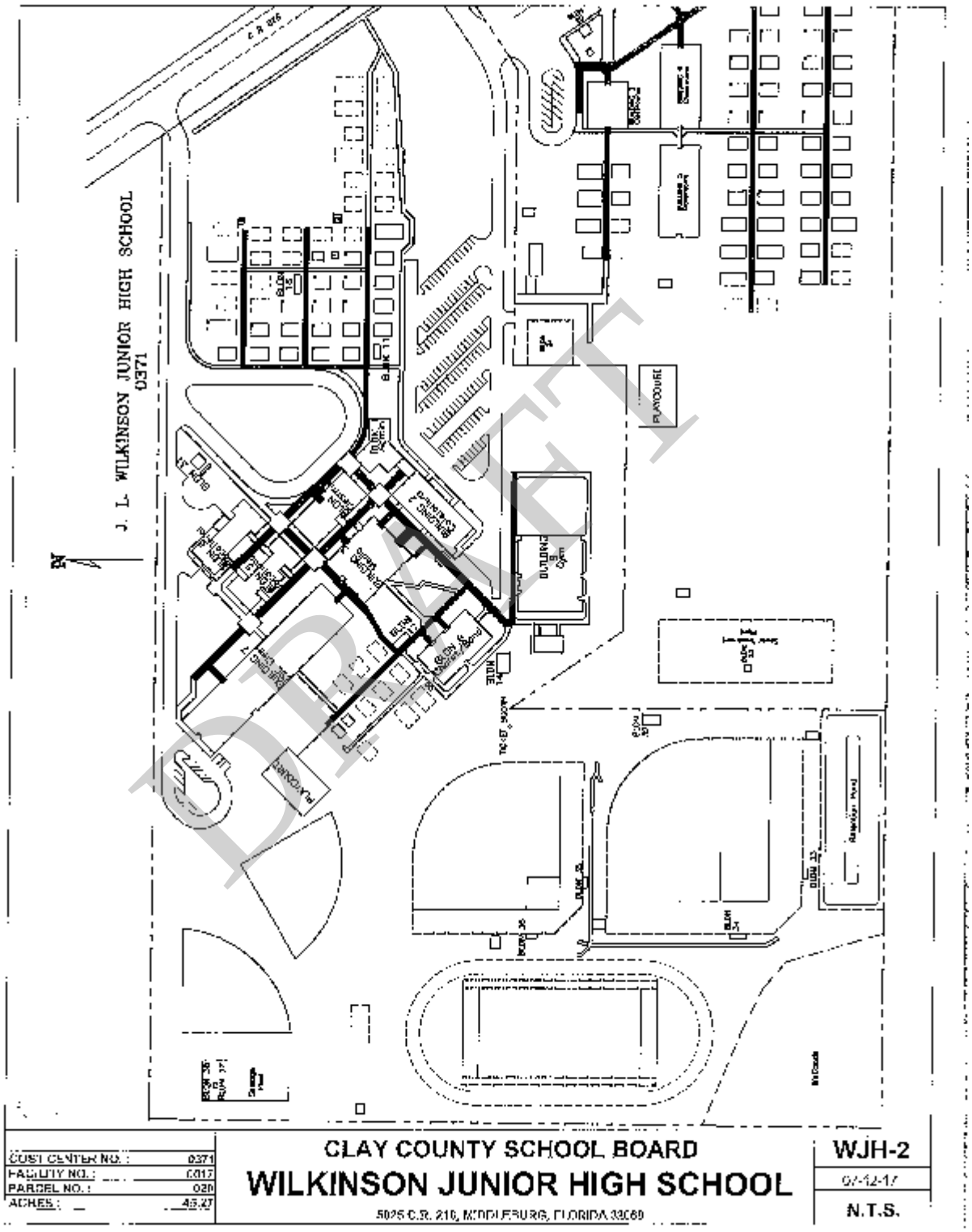
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School Maps



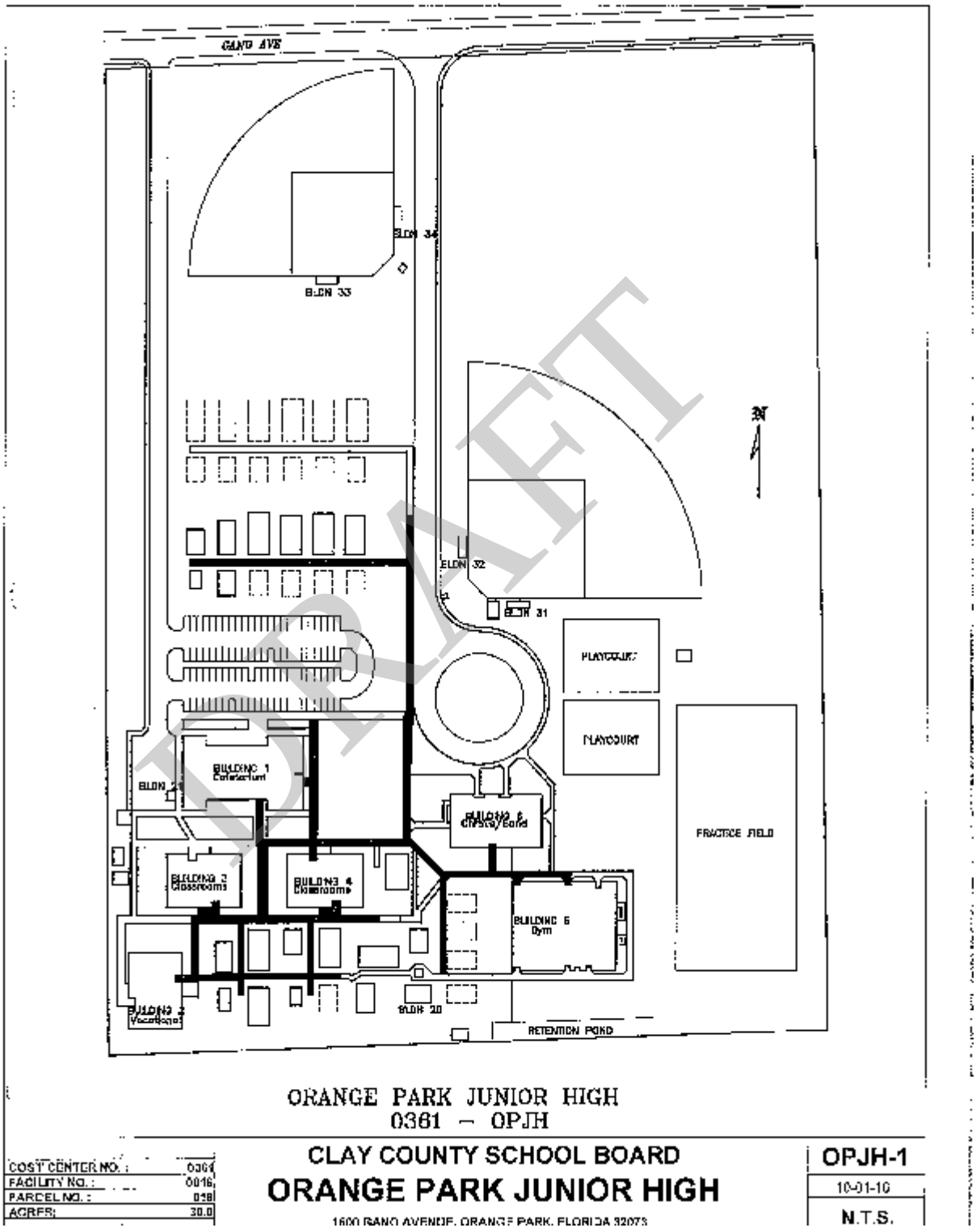
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School Maps



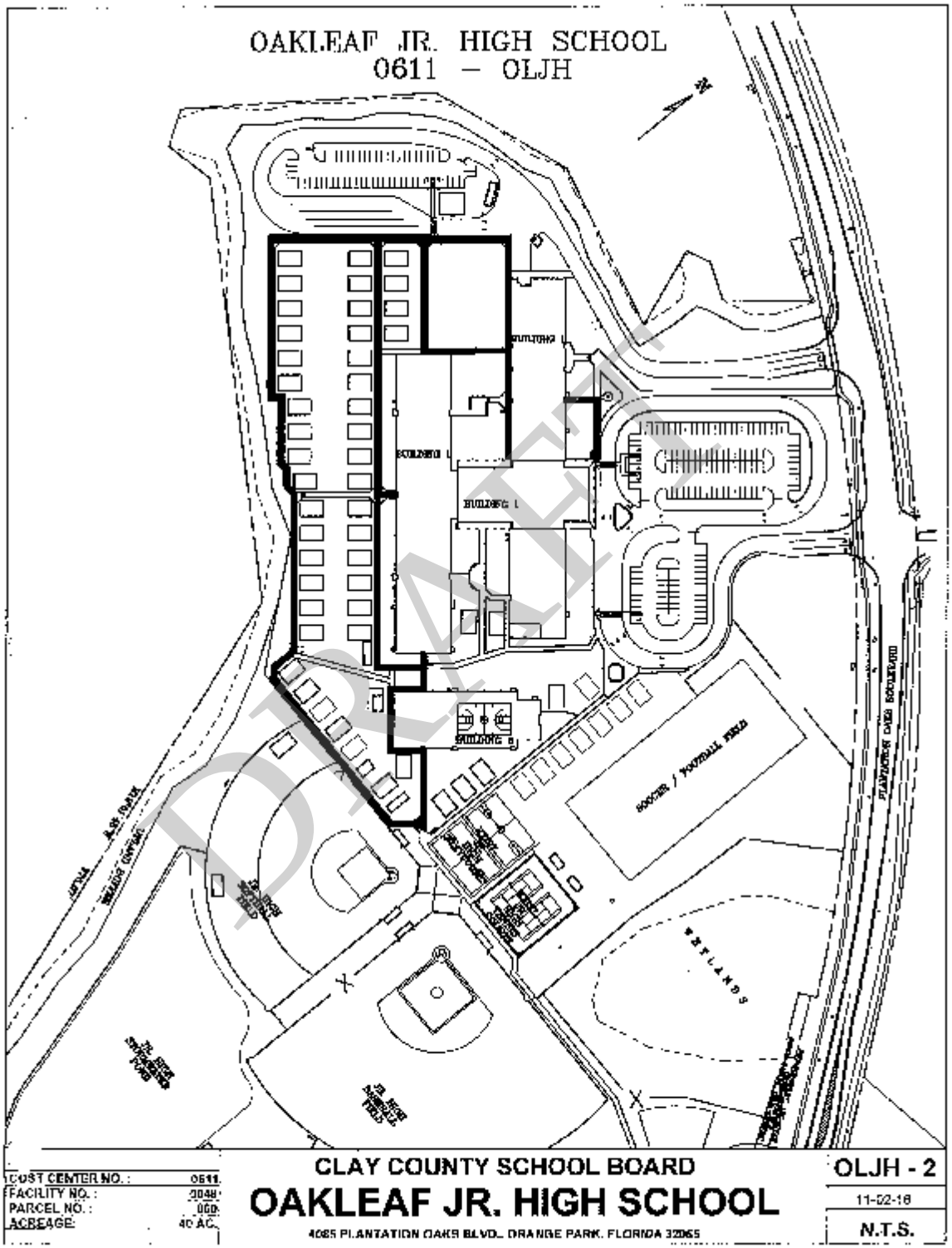
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School Maps



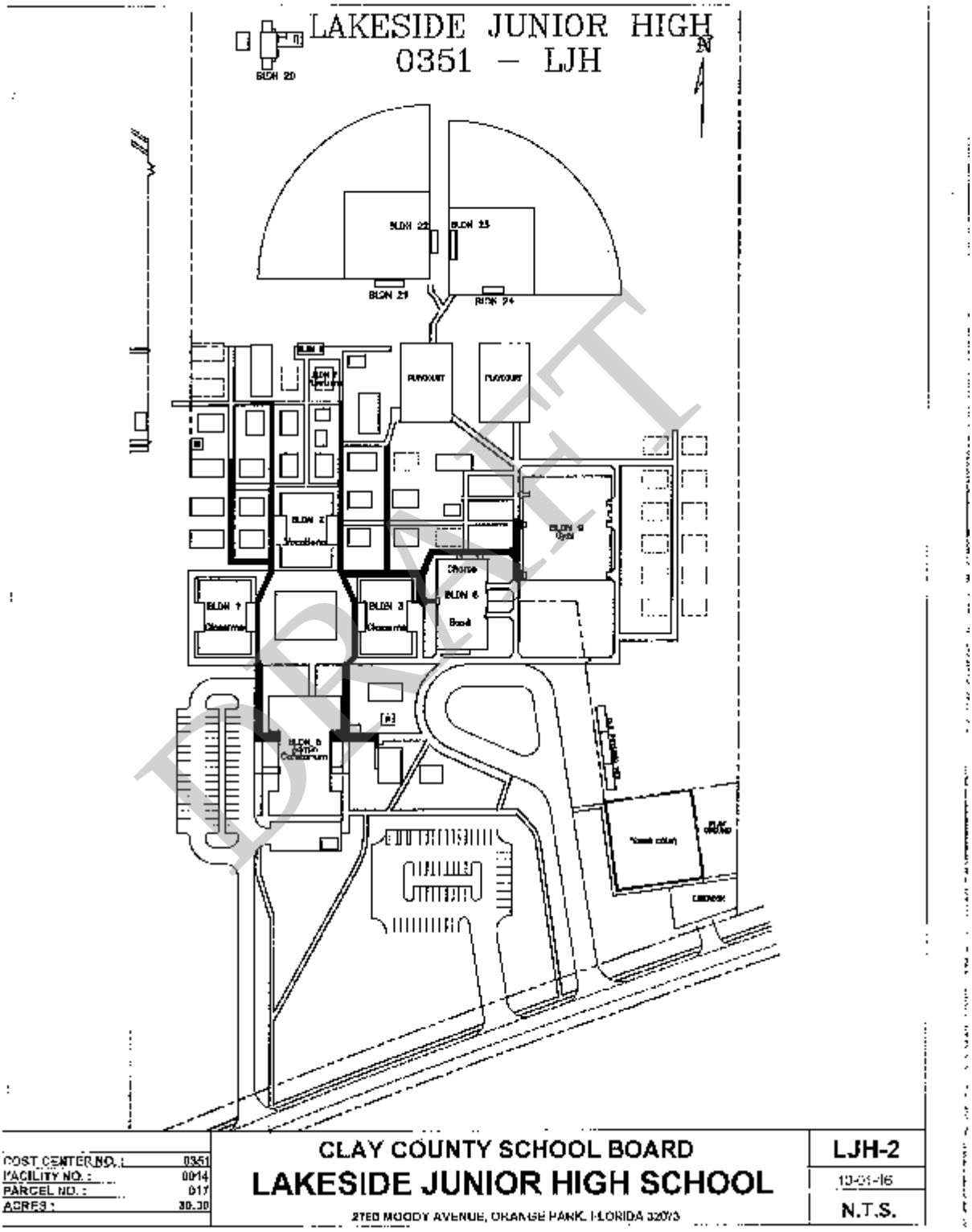
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Appendix B - (13 maps)
School Maps



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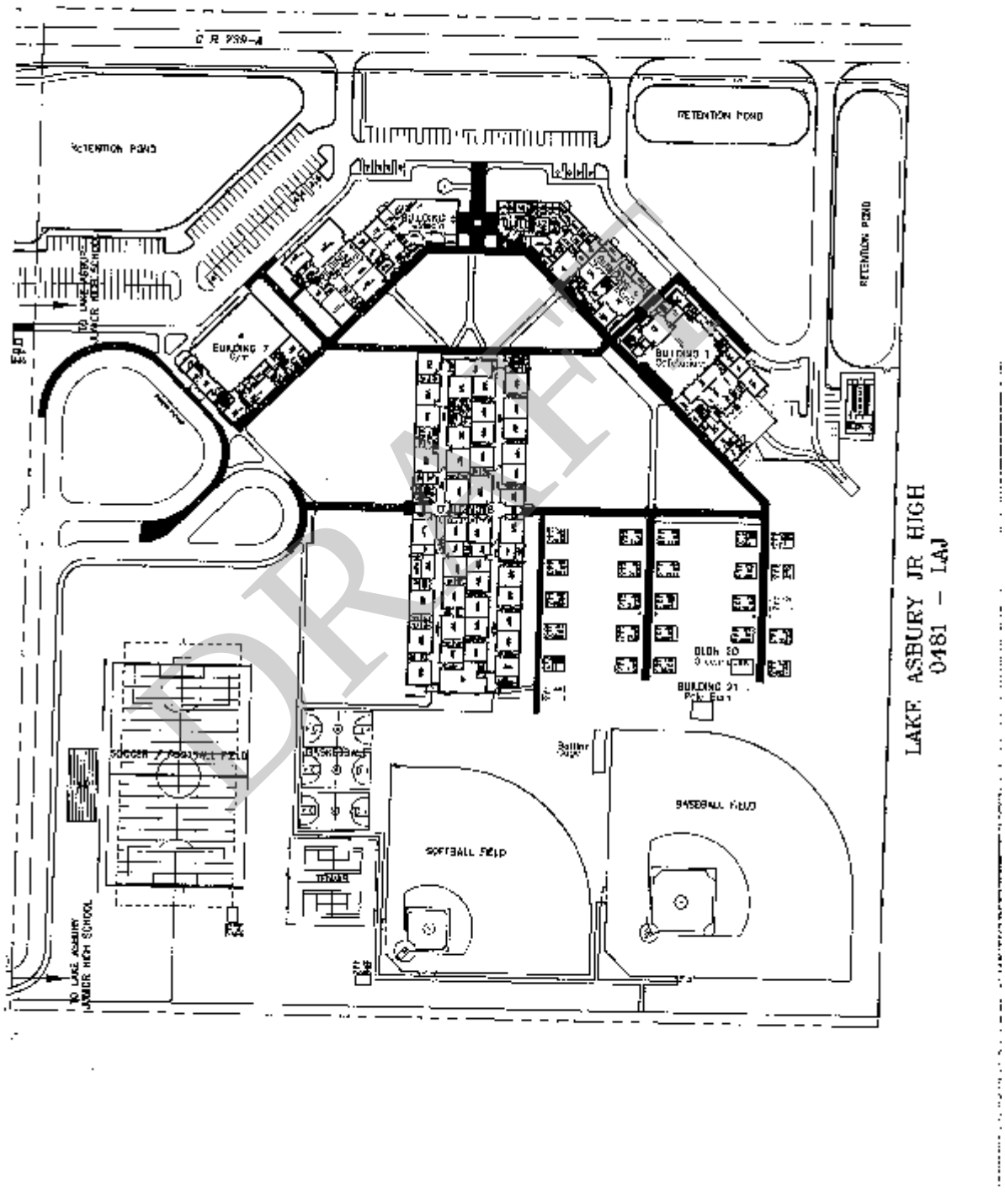
Appendix B - (13 maps)
School Maps



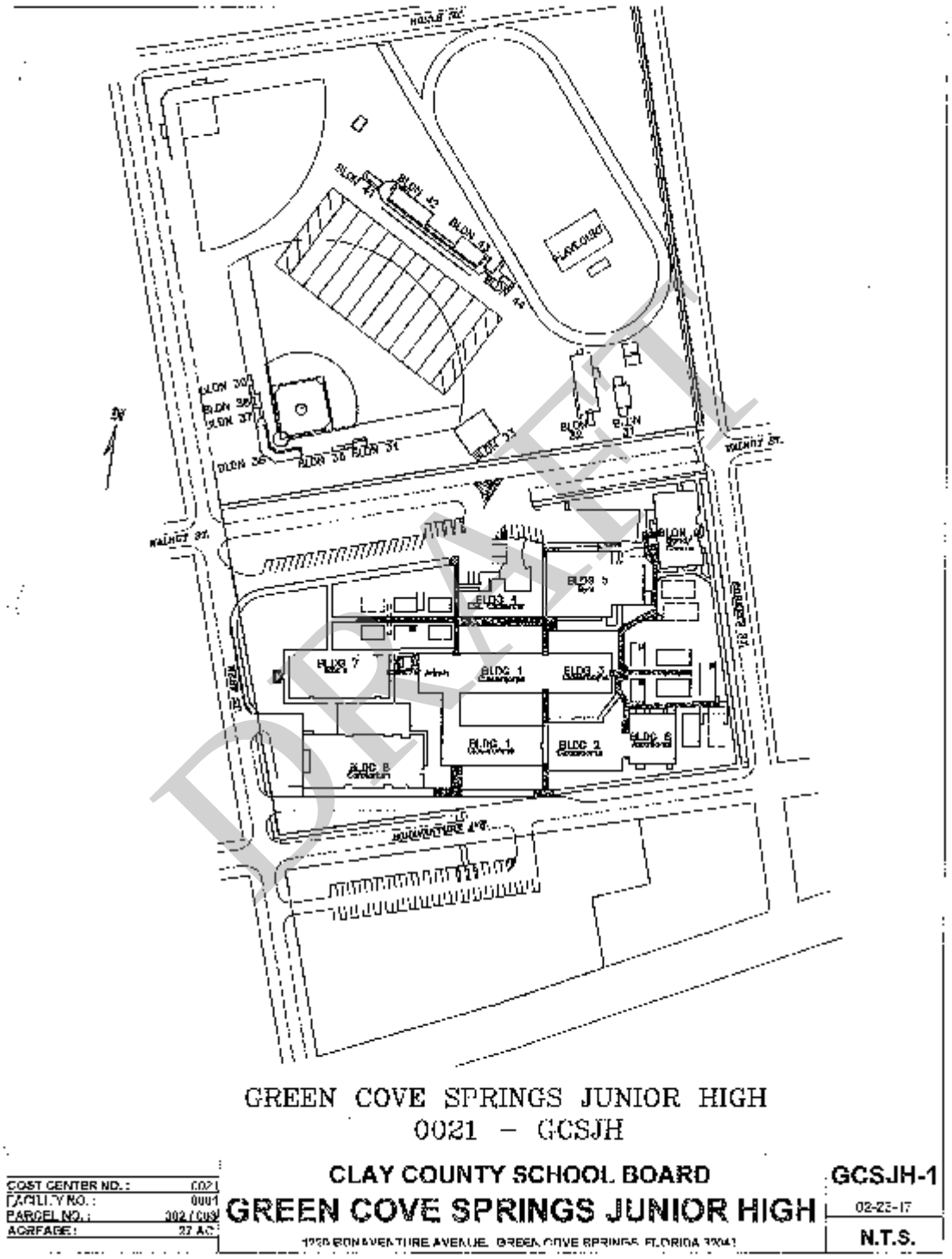
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Appendix B - (13 maps)
School Maps



Appendix B - (13 maps)
School Maps



ATTACHMENT 1
DISCLOSURE OF POTENTIAL CONFLICT OF INTEREST AND CONFLICTING EMPLOYMENT OR CONTRACTUAL RELATIONSHIP

Section 112.313 (3) and (7), Florida Statutes, sets forth restrictions on the ability of SBCC employees acting in a private capacity to rent, lease, or sell any realty, goods or services to SBCC. It also places restrictions on SBCC employees concerning outside employment or contractual relationships with any business entity which is doing business with SBCC.

Contractor must disclose in its RFP, the names of any employees who are employed by Contractor who are also an employees of SBCC. Persons identified below may have obligations and restrictions applicable to them under Chapter 112, Florida Statutes.

Name of Employee	SBCC Title or Position of Employee	SBCC Department/ School of Employee
_____	_____	_____
_____	_____	_____
_____	_____	_____

Check one of the following and sign:

☐ I hereby affirm that there are no known persons employed by Contractor who are also an employee of SBCC.

☐ I hereby affirm that all known persons who are employed by Contractor who are also an employee of SBCC have been identified above.

_____ _____
Signature Company Name

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ATTACHMENT 2
CERTIFICATION REGARDING NON-DISCRIMINATION

THE UNDERSIGNED ASSURES THAT IT SHALL COMPLY WITH:

A. TITLE VI OF THE CIVIL RIGHTS ACT OF 1964, AS AMENDED, 42 U.S.C. 2000d ET SEQ., WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF RACE, COLOR, OR NATIONAL ORIGIN.

B. SECTION 504 OF THE REHABILITATION ACT OF 1973, AS AMENDED, 20 U.S.C. 794, WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF HANDICAP.

C. TITLE IV OF THE EDUCATION AMENDMENTS OF 1972, AS AMENDED, 20 U.S.C. 1681 ET SEQ., WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF SEX.

D. THE AGE DISCRIMINATION ACT OF 1975, AS AMENDED, 42 U.S.C. 6101 ET SEQ., WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF AGE.

E. SECTION 654 OF THE OMNIBUS BUDGET RECONCILIATION ACT OF 1981, AS AMENDED, 42 U.S.C. 9849, WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF RACE, CREED, COLOR, NATIONAL ORIGIN, SEX, HANDICAP, POLITICAL AFFILIATION OR BELIEFS.

F. THE AMERICANS WITH DISABILITIES ACT OF 1990, P.L. 101-336, WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF DISABILITY AND REQUIRES REASONABLE ACCOMMODATION FOR PERSON WITH DISABILITIES.

G. ALL REGULATIONS, GUIDELINES, AND STANDARDS AS ARE NOW OR MAY BE LAWFULLY ADOPTED UNDER THE ABOVE STATUTES.

THE CONTRACTOR AGREES THAT COMPLIANCE WITH THIS ASSURANCE CONSTITUTES A CONDITION OF RECEIVING PAYMENTS UNDER THIS CONTRACT/PURCHASE ORDER AND THAT IT IS BINDING UPON THE CONTRACTOR FOR THE PERIOD DURING WHICH SERVICES/PRODUCTS ARE PROVIDED.

CONTRACTOR NAME:_____

AUTHORIZED CONTRACTOR REPRESENTATIVE SIGNATURE:

_____ _____
(Printed Name) (Signature)

_____ _____
(Title) (Date)

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ATTACHMENT 3
CERTIFICATION REGARDING LOBBYING

CERTIFICATION FOR CONTRACTS, GRANTS, LOANS AND COOPERATIVE AGREEMENTS

THE UNDERSIGNED CERTIFIES, TO THE BEST OF HIS OR HER KNOWLEDGE AND BELIEF, THAT:

1. NO FEDERAL APPROPRIATED FUNDS HAVE BEEN PAID OR SHALL BE PAID BY OR ON BEHALF OF THE UNDERSIGNED, TO ANY PERSON FOR INFLUENCING OR ATTEMPTING TO INFLUENCE AN OFFICER OR EMPLOYEE OF ANY AGENCY, A MEMBER OF CONGRESS, AN OFFICER OR EMPLOYEE OF CONGRESS, OR AN EMPLOYEE OF A MEMBER OF CONGRESS IN CONNECTION WITH THE AWARDING OF ANY FEDERAL CONTRACT, THE MAKING OF ANY FEDERAL GRANT, THE MAKING OF ANY FEDERAL LOAN, THE ENTERING INTO OF ANY COOPERATIVE AGREEMENT, AND THE EXTENSION, CONTINUATION, RENEWAL, AMENDMENT, OR MODIFICATION OF ANY FEDERAL CONTRACT, GRANT, LOAN OR COOPERATIVE AGREEMENT.

2. IF ANY FUNDS OTHER THAN FEDERAL APPROPRIATED FUNDS HAVE BEEN PAID OR SHALL BE PAID TO ANY PERSON FOR INFLUENCING OR ATTEMPTING TO INFLUENCE AN OFFICER OR EMPLOYEE OF ANY AGENCY, A MEMBER OF CONGRESS, AN OFFICER OR EMPLOYEE OF CONGRESS, OR AN EMPLOYEE OF A MEMBER OF CONGRESS IN CONNECTION WITH THIS FEDERAL CONTRACT, GRANT, LOAN, OR COOPERATIVE AGREEMENT, THE UNDERSIGNED SHALL COMPLETE AND SUBMIT STANDARD FORM-LLL, “DISCLOSURE FORM TO REPORT LOBBYING,” IN ACCORDANCE WITH ITS INSTRUCTIONS.

3. THE UNDERSIGNED SHALL REQUIRE THAT THE LANGUAGE OF THIS CERTIFICATION BE INCLUDED IN THE AWARD DOCUMENTS FOR ALL SUB-AWARDS AT ALL TIERS (INCLUDING SUBCONTRACTS, SUB-GRANTS AND CONTRACT UNDER GRANTS, LOANS, AND COOPERATIVE AGREEMENTS) AND THAT ALL SUB-RECIPIENTS SHALL CERTIFY AND DISCLOSE ACCORDINGLY.

THIS CERTIFICATION IS MATERIAL REPRESENTATION OF FACT UPON WHICH RELIANCE WAS PLACED WHEN THIS TRANSACTION WAS MADE OR ENTERED INTO. SUBMISSION OF THIS CERTIFICATION IS A PREREQUISITE FOR MAKING OR ENTERING INTO THIS TRANSACTION IMPOSED BY SECTION 1352, TITLE 31, and U. S. CODE. ANY PERSON WHO FAILS TO FILE THE REQUIRED CERTIFICATION SHALL BE SUBJECT TO CIVIL PENALTY OF NOT LESS THAN $10,000 AND NOT MORE THAN $100,000 FOR EACH SUCH FAILURE.

AUTHORIZED SIGNATURE OF CONTRACTOR **DATE**

DRAFT

ATTACHMENT 4

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION - LOWER TIER COVERED TRANSACTIONS

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion - Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-Procurement List.

Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

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Instructions for Certification:

The prospective lower tier participant certifies, by submission of this proposal that neither it nor its principals are:

presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency;

have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in performing a public (federal, state or local) transaction or contract under a public transaction; or for violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements or receiving stolen property;

are not presently indicted for or otherwise criminally or civilly charged by a government entity (federal, state or local) with commission of the offenses enumerated in this certification; or

(d) have not within a three-year period preceding this application had one or more public transaction (federal, state or local) terminated for cause or default.

Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Contractor: _____

_____ _____

Printed Name Title of Authorized Representative

Signature: _____ Date: _____

ATTACHMENT 5
DRUG-FREE WORKPLACE CERTIFICATION

Preference shall be given to Contractors submitting a certification with their proposal certifying they have a drug-free workplace in accordance with Section 287.087, Florida Statutes, as currently enacted or as amended from time to time.

IDENTICAL TIE RFP – Preference shall be given to businesses with drug-free workplace programs. Whenever two or more RFPs, which are equal with respect to price, quality, and service, are received by the State or by any political subdivision for the procurement of commodities or contractual services, a RFP received from a business that certifies that it has implemented a drug-free workplace program shall be given preference in the award process. Established procedure for processing tie RFPs shall be followed if none of the tied Contractors have a drug-free workplace program, a business shall:

1. Publish a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace and specifying the actions what shall be taken against employee for violations of such prohibition.

2. Inform employees about the dangers of drug abuse in the workplace, the business's policy of maintaining a drug-free workplace, any available drug counseling, rehabilitation, and employee assistance programs, and the penalties that may be imposed upon employees for drug abuse violations.

3. Give each employee engaged in providing the commodities or contractual services that are under RFP a copy of the statement specified in subsection (1).

4. In the statement specified in subsection (1), notify the employees that, as a condition of working on the commodities or contractual services that are under, the employee shall abide by the terms of the statement and shall notify the employer of any conviction of, or plea of guilty or nolo contendero to, any violation of Chapter 893 or of any controlled substance law of the United States or any state, for a violation occurring in the workplace no later than five (5) days after such conviction.

5. Impose a sanction on, or require the satisfactory participation in a drug abuse assistance or rehabilitation program if such is available in the employee's community, by any employee who is so convicted.

6. Make a good faith effort to continue to maintain a drug-free workplace through implementation of this section.

As the person authorized to sign the statement, I certify that this firm complies fully with the above requirements.

COMPANY NAME:_____

CONTRACTOR'S SIGNATURE:_____

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ATTACHMENT 6

STATEMENT OF PRINCIPAL PLACE OF BUSINESS

(To be completed by each Contractor)

Name of Contractor: _____

Identify the state in which the Contractor has their principal place of business: _____

Identify the political subdivision (outside of Florida) in which Contractor has its principal place of business:

_____

OPINION OF OUT-OF-STATE CONTRACTOR'S ATTORNEY ON BIDDING PREFERENCES

(To be completed by the Attorney for any Out-of-State Contractor)

NOTICE: Section 287.084.(2), Fla. Stat., provides that "A Contractor whose principal place of business is outside this state must accompany any written bid, proposal, or reply documents with a written opinion of any attorney at law licensed to practice law in that foreign state, as to the preferences, if any or non, granted by the law of the state [or political subdivision thereof] to its own business entities whose principal places of business are in that foreign state in the letting of any or all public contract." See also: Section 287.084(1), Fla. Stat.

LEGAL OPINION ABOUT STATE BIDDING PREFERENCES

(Please Select One)

_____ The Contractor's principal place of business is in the State of _____ and it is my legal opinion that the laws of that sate **do not grant a preference** in the letting of any or all public contracts to business entities whose principal places of business are in that state.

_____ The Contractor's principal place of business is in the State of _____ and it is my legal opinion that the laws of that state **grant the following preference(s)** in the letting of any public contracts to business entities whose principal places of business are in that state. [Please describe applicable preference(s) and identify applicable state law(s)]

_____

_____

LEGAL OPINION ABOUT POLITICAL SUBDIVISION BIDDING PREFERENCES

(Please Select One)

_____ The Contractor's principal place of business is in the political subdivision of _____ and it is my legal opinion that the laws of that political subdivision **do not grant a preference** in the letting of any or all public contracts to business entities whose principal places of business are in the political subdivision.

_____ The Contracctor's principal place of business is in the political subdivision of _____ and it is my legal opinion that the laws of that political subdivision **grant a preference** in the letting of any or all public contracts to business entities whose principal places of business are in the political subdivision. [Please describe applicable preference(s) and identify applicable authority granting the preference(s)]:

_____

_____

Signature of out-of-state Contractor's attorney: _____

Printed name of out-of-state Contractor's attorney: _____

Address of out-of-state Contractor's attorney: _____

_____

Telephone Number of out-of-state Contractor's attorney: (__) _____ - _____

E-mail address of out-of-state Contractor's attorney: _____

Attorney's states of bar admission: _____

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ATTACHMENT 7
NON-COLLUSION AFFIDAVIT

State of FLORIDA)
County of CLAY)

My name is (INSERT NAME _____). I hereby attest that I am authorized to execute this affidavit on behalf of my firm, its owners, directors, and officers. I have personal knowledge of the price(s), guarantees and the total financial commitment represented in the firm's offer and/or contract.

(1) The firm's prices and amounts offered have been arrived at independently and without consultation, communication or agreement with any other Contractor or respondent.

(2) Neither the final nor approximate prices or amounts offered have been disclosed to any other firm or person who is a respondent or potential respondent, nor were they disclosed prior to opening of offers.

(3) The offer from my firm is made in good faith and no attempt has been made to induce any firm or person to refrain from submitting an offer, or to submit an offer higher than our offer, or to submit any intentionally high or noncompetitive offer or other form of complementary offer.

(4) (INSERT NAME OF COMPANY _____) its affiliates, subsidiaries, officers, directors, employees are not currently under investigation by any governmental agency and have not in the last three years been convicted or found liable for any act prohibited by State or Federal law in any jurisdiction, involving conspiracy or collusion with respect to bidding, proposing or offering on any public contract, except as follows:

I attest that (INSERT NAME OF COMPANY _____) understands and acknowledges that the above representations are material and important, and will be relied on by The School Board of Clay County, Florida, in awarding the contract for which this offer is submitted. I understand and my firm understands that any misstatement of material representations herein shall be treated as fraudulent or otherwise intentional concealment of the true facts relating to submission of offers for this contract.

CONTRACTOR NAME: _____

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

_____ _____
(Printed Name) (Signature)

_____ _____
(Title) (Date)

DRAFT

ATTACHMENT 8
APPLICANT STATEMENT – BACKGROUND INFORMATION

1. Legal Name and Address:
   Address of Proposed Office in Charge, if different:
   Contact Person and Position:
   Telephone:

2. Circle One: Corporation, Partnership, Individual, Joint Venture or Other

3. If Corporation,
   Date of Incorporation:
   State of Incorporation:
   If out-of-state Corporation currently authorized to do business in Florida, give date of such authorization:
   Names and Titles of Principal Officers:

4. Name and Address and amount of ownership of all stockholders owning more than 10 percent of the company:

5. If Partnership: Date of Organization:
   Nature of Partnership (General, Limited, or Association):
   Name and Address of Partners:

6. If Individual: Name and Address of Owner:

7. Under what other or former names has your organization operated?

8. Length of time in business.

9. Describe any litigation or regulatory action filed against your firm in the last three (3) years, and the resolution thereof.

10. State whether the firm has offices and representatives in the State of Florida and/or in Clay County or surrounding Counties.

DRAFT

Proposal Certification

I hereby certify that I am submitting the enclosed information as my company's cost proposal by virtue of executing and returning this FEE SCHEDULE. I further certify full, complete and unconditional acceptance of the contents of the Request for Proposal, and all appendices and the contents of any Addenda released thereto.

If selected, I agree to execute any required truth-in-negotiations certificate stating that the rates of compensation and other factual unit costs supporting the compensation are accurate, complete and current at the time of contract.

_____

AUTHORIZED SIGNATURE OF CONTRACTOR DATE

DRAFT

CLAY COUNTY DISTRICT SCHOOLS

PURCHASING AND MATERIAL MANAGEMENT

800 Center Street
Green Cove Springs, Florida 32043

Telephone: 904-336-6736

David S. Broskie
Superintendent of Schools

BOARD MEMBERS:

Janice Kerekes
District 1
Carol Studdard
District 2
Tina Bullock
District 3
Mary Bolla
District 4
Ashley Gilhousen
District 5

October 19, 2020

William Kyle Hutchings
Agrow Pro Inc.
1339 Kavie Ct
Green Cove Springs, FL 32043

SUBJECT: Notice of Award Recommendation / Contract Negotiation under RFP # 20-MA-319

Dear Mr. Hutchings:

This letter is regarding the Request for Proposals (RFP) issued by the School Board of Clay County (SBCC) for ATHLETIC FIELD MAINTENANCE SERVICES - COUNTY WIDE. The RFP Evaluation Committee has evaluated the proposals received utilizing the evaluation criteria identified in the RFP and has made the recommendation to award the (2) two highest-ranking qualified Contractors:

- Agrow Pro, Inc.
- St. Johns Turf Care

The SBCC Purchasing Department has provided Notice of Award Recommendation as stated in the RFP. The Notice of Award Recommendation is subject to the execution of a written contract and, as a result, this Notice does NOT constitute the formation of a contract between the SBCC and the apparent successful Contractors. The SBCC further reserves the right to cancel this Notice at any time. The vendor shall not acquire any legal or equitable rights relative to the contract services until a contract containing terms and conditions is accept and approved by the School Board of Clay County at a Board Meeting.

As provided in the RFP, the SBCC's preference/selection of any proposal does not constitute an award of a Contract with the SBCC. It is anticipated that subsequent to the SBCC preference/selection of any proposal, Contract negotiations will follow between the SBCC and the selected Contractor(s). It is further expressly understood that no contractual relationship exists with the SBCC until a written Contract has been formally executed by both the SBCC, and the selected Contractors.

The Purchasing Department will contact the aforementioned Contractors to negotiate a written service contract for an initial three (3) year period with the option to renew for three additional one (1) year contract periods upon mutual agreement by all parties in writing.

Thank you for your response and your interest in serving the needs of the School Board of Clay County.

Sincerely,
SCHOOL BOARD OF CLAY COUNTY

Bertha Staefe
Supervisor of Purchasing and Material Management

DRAFT

REQUEST FOR PROPOSALS – RFP # 20-MA-319
ATHLETIC FIELD MAINTENANCE SERVICES

AGROW PRO INC.

FINALIST CLARIFICATION - BEST AND FINAL OFFER

I. Objective

The School Board of Clay County, Florida (SBCC) Purchasing Department received your proposal for RFP # 20-MA-319 ATHLETIC FIELD MAINTENANCE SERVICES. The Proposal Committee completed their preliminary ranking and had a few items that need clarification regarding service/availability and pricing. The SBCC would like to request Contractor clarification to include the Contractor Best and Final Offer.

II. Service & Availability

As the Proposal Committee reviewed the results of the Athletic Field Maintenance Services RFP, there were a few topics that came up regarding the company's experience when it came to Athletic fields and if the company's workload can handle new business. Please prepare a response to the following questions.

1. Could your company accommodate the additional work that would result if awarded the services from this RFP when added to your current workload, and how would you do that?

2. What services has the company performed on school athletic fields? What field types & how many?

3. Per the RFP, *"Contractor(s) shall ensure that all restricted-use pesticides/herbicides/chemicals will be applied only by employees licensed by the Florida Department of Agriculture and Consumer Services with the appropriate Commercial Applicator License. That license will be a* ***Category 3 Ornamental and Turf Pest Control License****"*. How many certified technicians hold the specified certification? If need be, will the company have more employees certified?

II. Pricing - Best and Final Offer

As the Proposal Committee reviewed the results of the Athletic Field Maintenance Services RFP, there were wide pricing variances in the proposals received. Per the RFP: *"Estimates shall be* ***priced per all pricing submitted under this RFP****, to include the labor and itemized material list"*. Pricing is a key component of this RFP so the Best and Final Offer shall include pricing for ALL Sections A, B, C, D. The use of "Field" as measurement seemed to cause confusion so we clarified the measurement to Acre or Square Foot. Please complete pages 2-3 with BEST AND FINAL OFFER - Pricing, Sections A, B, C, D.

Finalist Clarification – Best and Final Offer can be emailed to Bertha.Staefe@myoneclay.net. We are requesting clarification and offer by Close of Business Wednesday, October 7, 2019 so they can be presented at the Proposal Committee Meeting scheduled for October 13, 2020 at 9:00 AM.

If you have any questions please call Bertha Staefe at (904) 336-6736

DRAFT

Best and final offer questions and answers.

Q 1. Could your company accommodate the additional work that would result if awarded the services from this RFP when added to your current workload, and how would you do that?

A 1. We currently are servicing all but a few of the schools listed as described in our cover letter. Adding the additional schools would not make for any disruption in our abilities to perform services timely and with quality.

Q 2. What services has the company performed on school athletic fields? What types and how many?

A 2. We have performed spray applications, granular applications, aerations, verticutts, fraise mowing, bulk topdressing, baseball/softball infield renovations, irrigation repairs, and sod replacement, on a regular recurring schedule and onetime basis for many of our current clientele.

Q 3. Per the RFP, "Contractor(s) shall ensure that all restricted-use pesticides/herbicides/chemicals will be applied only by employees licensed by the Florida Department of Agriculture and Consumer Services with the appropriate Commercial Applicator License. That license will be a Category 3 Ornamental and Turf Pest Control License". How many certified technicians hold the specified certification? IF need be, will the company have more employees certified?

A 3. We currently have 2 employees with the Cat 3 Ornamental and Turf Pest Control License. Yes we are willing to commit to having more employees certified.

Authorized Contractor Signature and Printed Name

W. Kyle Hutchings 10-7-20

DRAFT

AGROW PRO INC.

FINALIST CLARIFICATION - BEST AND FINAL OFFER

PRICING

A. Standard Services – Fixed Labor Rates:

Contractor(s) are expected to provide a rate for each of the specific services listed below, that shall include all supervision, labor costs, equipment, machinery, insurances, overhead, vehicle use charges, profit, travel time, mileage; and all tools or hand tools normally associated with the trade or industry standard and be exclusive of taxes as well as any other items necessary for the proper execution and completion of any services rendered under this RFP. **No additional charges or hidden costs shall be allotted during the course of the contract.** Contractor(s) shall provide pricing for all items listed below, failure to do so shall be cause for proposal to be deemed non-responsive.

	Service		Cost Per Application	Per
1.	Herbicide Application	Liquid	$ 35.00	Acre
		Granular	$ 35.00	Acre
2.	Insecticide Application	Liquid	$ 35.00	Acre
		Granular	$ 35.00	Acre
3.	Fertilizer Application	Liquid	$ 35.00	Acre
		Granular	$ 35.00	Acre
4.	Fungus / Disease control	Liquid	$ 35.00	Acre
		Granular	$ 40.00	Acre
5.	Aeration – Football Stadium		$ 100.00	Acre
6.	Aeration – Baseball		$ 100.00	Acre
7.	Aeration – Softball		$ 100.00	Acre
8.	Verticutting – Football Stadium		$ 125.00	Acre
	Verticutting – Baseball		$ 125.00	Acre
	Verticutting – Softball		$ 125.00	Acre
	Rototill – Football Stadium		$ 0.01	Square Foot
	Rototill – Baseball		$ 0.015	Square Foot
	Rototill – Softball		$ 0.015	Square Foot
	Top Dressing – Football Stadium		$ 350.00	Acre
	Top Dressing – Baseball		$ 350.00	Acre
	Top Dressing – Softball		$ 350.00	Acre
9.	Sod removal / replacement		$ 1.00 419 Bermuda	Square Foot

B. Additional Services – Fixed Labor Rates:

Contractor shall supply hourly labor rates below for any and all **additional services** that are similar in scope and intent of this RFP or for work at the request of SBCC. Rates shall be provided for a Lead Supervisor and technician. All labor rates shall include the use of truck, tools and all other items necessary for satisfactory service. Rates shall be provided for standard business hours (M-F, 7am to 5pm) and non-standard business hours (anytime/day outside of standard business hours). All hourly rates and times shall start on the "job site". Any travel time expenses shall be borne by the Contractor and will not be reimbursed by SBCC.

Trade	Standard Hourly Rate	Non Standard Hourly Rate
Lead Supervisor	$ 100.00	$ 100.00
Technician	$ 50.00	$ 50.00
Other:	$ 25.00	$ 25.00
Other:	$	$

DRAFT

AGROW PRO INC.

FINALIST CLARIFICATION - BEST AND FINAL OFFER

C. Optional Services - Fixed Labor Rates:
Contractor(s) may provide a rate for each of the optional specific services listed herein, that shall include all supervision, labor costs, equipment, machinery, insurances, overhead, vehicle use charges, profit, travel time, mileage; and all tools, or hand tools normally associated with the trade or industry standard and be exclusive of taxes as well as any other items necessary for the proper execution and completion of any services rendered under this RFP. **No additional charges or hidden costs shall be allotted during the course of the contract.**

	Service	Cost	Per
	Warning track grading	$ 0.015	Square Foot
	Infield Conditioner spreading	$ 0.015	Square Foot
	Rye seed spreading	$ 35.00	Acre
	Rye Grass removal	$25.00 (chemical removal)	Acre

D. Chemicals/Materials/Sand/Seed/Infield Conditioner:
Any and all chemicals, materials, sand, seeds or conditioners directly related to the services described herein shall be noted below unless otherwise noted in this RFP. Please list any below that may have high usage under this RFP, along with the markup percentage. Chemical pricing is per pound for granular and per gallon for liquid. Sand, seed and infield conditioner pricing is per 50lb bag.

Name	Brand	Manufacturer	EPA#	MSDS#	Usage	Price
Rye Seed	Sunbird	PRG Seed	N/A	N/A	Flexible	10 % above cost
Infield Conditioner	Diamond Pro		N/A	N/A	moderate/High	10 % above cost
Green Divot Sand	Diamond Pro		N/A	N/A	Low	10 % above cost
DISMISS	NXT DISMISS	NXT FMC	279-3383	ie3105-2-A	Herbicide/Medium	2 % above cost
Drive XLR8	Drive XLR8	BASF	7969-272	30396021	Herbicide/medium	2 % above cost
Celsius	Celsius	Bayer	432-1507	102000022858	Herbicide/Medium	2 % above cost
Pendulum	Pendulum	BASF	241-341	184418	Herbicide/medium	2 % above cost
Barricade	Barricade	Syngenta	100-1139	100-1139	Herbicide/medium	2 % above cost
Specticle	Specticle	Bayer	432-1605	102000002995	Herbicide/Medium	2 % above cost
Talstar	Talstar	LESCO/TLS	279-NXI	1349-A	Insecticide/Medium	2 % above cost
Merit	Merit	Bayer	1660222-200	ADAMA-1451	Insecticide/medium	2 % above cost
21-0-0	Howard Fertilizer		N/A	N/A	Fertilizer/High	2 % above cost
List an overall % above cost to products that Contractor can supply but that are not listed above.						2 % above cost

By submitting BEST AND FINAL OFFER, the Contractor certifies that the Contractor has fully read, understands, and agrees to RFP # 20-MA-319 General Conditions, Special Conditions, to include full knowledge of the scope, nature, and quality of work to be performed. Contractor agrees to abide by all conditions of RFP to include Best and Final Offer, and certifies that they are authorized to sign for the Contractor.

W. Kyle Hutchings 10-7-20

Authorized Contractor SIGNATURE and PRINTED NAME **DATE**

AGROW PRO INC. Email: klye@agrowprow.com

DRAFT

SUBMIT RFP TO:

SCHOOL BOARD OF CLAY COUNTY
PURCHASING DEPARTMENT

800 Center Street
Green Cove Springs, Florida 32043

REQUEST FOR PROPOSAL

Acknowledgement Form

Page 1 of 42 Pages	RFP WILL BE OPENED AT: **2:00 P.M. SEPTEMBER 22, 2020** and may not be withdrawn within 90 days after such date and time.	RFP NO. **20-MA-319**

POSTING TIME & DATE	PURCHASING DEPARTMENT REPRESENTATIVE	RFP TITLE
10:00 A.M. AUGUST 11, 2020	**Scott Schultz, Procurement Coordinator** **Email: Scott.Schultz@myoneclay.net**	**ATHLETIC FIELD MAINTENANCE SERVICES – COUNTY WIDE**

CONTRACTOR NAME

Arrow Pro Inc

CONTRACTOR MAILING ADDRESS

1339 Kavie Ct

CITY-STATE-ZIP

Green Cove Springs, FL, 32043

TELEPHONE NUMBER: (904) 449-1299

FAX NUMBER: (---)---

EMAIL ADDRESS:

KyleD@arrowpro.com

"NO RFP" REASON FOR NOT SUBMITTING RFP

To qualify as a respondent, bidder shall submit only this bidder acknowledgement form and it shall be received no later than the stated RFP opening date and hour.

AUTHORIZED SIGNATURE (MANUAL)

W. Kyle Hutchings

AUTHORIZED SIGNATURE (TYPED or PRINTED)

President / CEO

TITLE

I hereby certify that I am submitting the following information as my firm's (Bidder and/or Contractor) RFP and am authorized as the Bidder and/or Contractor to do so. Bidder agrees to complete and unconditional acceptance of the contents of all pages in this Request For Proposal (RFP), and all appendices and the contents of any Addenda released hereto; Bidder agrees to be bound to any and all specifications, terms, conditions contained in RFP, and any released Addenda and understand that the following are requirements of RFP and failure to comply will result in disqualification of RFP submitted; Bidder certifies this offer is made without prior understanding, agreement, or connection with any corporation, firm, business entity or person submitting an offer for the same materials, supplies, equipment, or services(s), and is in all respects fair and without collusion or fraud. Bidder acknowledges that all information contained herein is part of the public record as defined by State of Florida Sunshine and Public Records Laws; all responses, data and information contained in this RFP are true and accurate.

SEALED RFP: All RFP sheets, requested documents, and this acknowledgement form must be executed and submitted in a sealed envelope. (DO NOT INCLUDE MORE THAN ONE PROPOSAL PER ENVELOPE.) The face of the envelope shall contain, in addition to the above address, the RFP number, date and time of the RFP opening and the company name. All RFPs are subject to the conditions specified herein. Those which do not comply with these conditions are subject to RFP being considered Non-Responsive.

SIGNATURE REQUIRED CHECKLIST:

Documents shall be submitted with RFP

X REQUEST FOR PROPOSAL ACKNOWLEDGEMENT FORM (Page 1)
X SPECIAL CONDITIONS (Page 9)
X PRICING TABLES (Page 16)
X DISCLOSURE OF POTENTIAL CONFLICT OF INTEREST (Page 34)
X CERTIFICATION REGARDING NON-DISCRIMINATING (Page 35)
X CERTIFICATION REGARDING LOBBYING (Page 36)
X CERTIFICATION REGARDING DEBARMENT, SUSPENSION (Page 37)
X DRUG-FREE WORKPLACE CERTIFICATION (Page 38)
X BIDDER'S STATEMENT PRINCIPAL PLACE BUSINESS (Page 39)
X NON-COLLUSION AFFADAVIT (Page 40)
X PROPOSAL CERTIFICATION (Page 42)

SUBMITTAL REQUIRED CHECKLIST:

Documents submitted with RFP.

X APPLICANT STATEMENT–BACKGROUND INFORMATION (Page 41)

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GENERAL CONDITIONS

SEALED RFP REQUIREMENTS: Unless otherwise specified, bidders shall use the form(s) furnished by the Purchasing Department, of the School Board of Clay County, Florida ("SBCC" or "District") and enter information only in the spaces where a response is requested. Any modifications or alterations to the original RFP documents by the bidder, whether intentional or otherwise, may constitute grounds for rejection of a RFP. Bidders may use an attachment as an addendum to the RFP if sufficient space is not available on the original form for the bidder to enter a complete response. For purpose of evaluation, the bidder shall indicate any and all variances from specifications, terms, and/or conditions regardless of how slight. If variations are not stated in the RFP, it shall be assumed that the product or service fully complies with the specifications, terms, and conditions herein.

BIDDER'S RESPONSIBILITY: It is the responsibility of the Bidder to be certain that all numbered pages of the RFP and all attachments thereto are received and all Addendum released are received prior to submitting a RFP without regard to how a copy of this RFP was obtained. All RFPs are subject to the conditions specified herein, on the attached RFP documents, and on any Addenda issued thereto.

RFP SUBMITTED: Completed RFP must be submitted in a sealed envelope with RFP number and name clearly typed or written on the front of the envelope. **RFPs must be time stamped in SBCC Purchasing Department on or before Due Date and Time listed on Acknowledgement Form. The address for RFP submittal, including hand delivery and overnight courier delivery, is indicated as: 800 Center Street, Green Cove Springs, Florida 32043.** RFPs submitted by telegraphic, email, or facsimile transmission shall not be accepted. The Bidder is fully and completely responsible for the payment of all delivery costs associated with the delivery of their RFP or related material. Procurement and Warehousing Services shall not accept delivery of any RFP or related material requiring SBCC to pay for any portion of the delivery cost or the complete delivery cost.

EXECUTION OF RFP: RFP shall contain a manual signature of an authorized representative, officer or employee having authority to legally bind the company or firm in the space provided above. All RFPs must be completed in ink or typewritten. Use of erasable ink is not permitted.

If a price correction is necessary, draw a single line through the entered figure and enter the corrected figure or use an opaque correction fluid. All price corrections must be initialed by the person signing the RFP even when using opaque correction fluid. SBCC reserves the right to reject any RFP or RFP item completed in pencil or any RFP that contains illegible entries or price corrections not initialed.

PRICES QUOTED: Deduct discounts and quote firm net prices. Give both unit price and extended total. Prices must be stated in units to quantity specified in the RFP specification. In case of discrepancy in computing the amount of the RFP, the **Unit Price** quoted shall govern. Each item must be RFP separately and no attempt is to be made to tie any item or items in with any other item or items. All prices quoted shall be F.O.B. destination and freight prepaid (Bidder pays and bears freight charges). Awardee owns goods in transit and files any claims. Bidder is requested to offer a cash discount for prompt invoice payment, however such discounts shall not be considered in determining the lowest net cost for RFP evaluation purposes. Discount time shall be computed from the date of satisfactory delivery at place of acceptance or from receipt of correct invoice at the SBCC Accounts Payable Department, whichever is later. *Cash or quantity discounts offered shall not be a consideration in determination of award of RFP(s).*

TAXES: SBCC does not pay Federal Excise and State taxes. The applicable tax exemption number is shown on the Purchase Order.

MISTAKES: Bidders are expected to examine the specifications, delivery schedules, RFP prices and extensions, and all instructions pertaining to supplies and services. Failure to do so shall be at Bidder's risk.

CONDITION AND PACKAGING: It is understood and agreed that any item offered or shipped as a result of this RFP shall be new (current production model at the time of this RFP) unless otherwise specified. All containers shall be suitable for storage or shipment and all prices shall include standard commercial packaging.

SUBSTITUTIONS: SBCC *SHALL NOT* accept substitute shipments of any kind. Awardees are expected to furnish the brand quoted in their RFP once awarded by SBCC. Any substitute shipments shall be returned at the Awardee's expense.

MANUFACTURER'S NAMES AND APPROVED EQUIVALENTS: Any manufacturer's names, trade names, brand names, information, and/or catalog numbers listed in a specification are for information and not intended to limit competition. The bidder may offer any brand for which he is an authorized representative, which meets or exceeds the specification for any item(s). If RFPs are based on equivalent products, indicate the manufacturer's name and product number on the RFP form. Bidder shall submit cuts, sketches, and descriptive literature and/or complete specifications with their RFP. Reference to literature submitted with a previous RFP shall not satisfy this provision. The bidder shall also explain in detail the reason(s) why the proposed equivalent meets the specifications and should not be considered an exception thereto. The SBCC reserves the right to determine acceptance of item(s) as an approved equivalent. RFPs that do not comply with these requirements are subject to rejection. RFPs lacking any written indication of intent to RFP an alternate brand shall be received and considered in complete compliance with the specifications as listed on the RFP form. The Purchasing Department is to be notified of any proposed changes in (a) materials used, (b) manufacturing process, or (c) construction. However, changes shall not be binding upon the SBCC unless evidenced by a Change Notice issued and signed by authorized SBCC representative.

SAMPLES: Samples of items, when required, must be furnished free of expense within five (5) working days of request unless otherwise stated and, if not destroyed, will, upon request, be returned at the Bidder's expense. Bidders shall be responsible for the removal of all samples furnished within 30 days after RFP opening. All samples shall be disposed of after 30 days. Each individual sample must be labeled with Bidder's name, RFP number and item number. Failure of Bidder to either deliver required samples or to clearly identify samples as indicated may be reason for rejection of the RFP item. Unless otherwise indicated, samples should be delivered to SBCC Purchasing Department, 800 Center Street, Green Cove Springs, FL 32043.

DELIVERY: All deliveries shall be F.O.B. indicated destination, freight fully prepaid. Title to the goods shall pass to SBCC upon receipt and acceptance at the destination unless indicated otherwise herein. Until acceptance, the Contractor retains the sole insurable interest in the goods. The SBCC shall not accept collect freight charges. Time of delivery is an important consideration for the SBCC in making the award. The SBCC reserves the right to cancel any order, or any part thereof, without obligation if delivery is not made within the time specified. Any delivery made after cancellation of the order shall be returned at the Contractor's expense. Delivery shall be within the normal working hours of the user, Monday through Friday, excluding state holidays and days during which SBCC administration is closed.

AWARDS: In the best interest of the SBCC, the SBCC reserves the right to: 1) withdraw this RFP at any time prior to the time and date specified for the RFP opening; 2) make award(s) by individual item, group of items, all or none or a combination thereof with one or more suppliers; 3) to acquire additional quantities at prices quoted on this RFP unless additional quantities are not acceptable, in which case, the RFP sheets must be noted "RFP IS FOR SPECIFIED QUANTITY ONLY."; 4) to reject any and all RFPs or waive any minor irregularity or technicality in RFPs received; and 5) when it is determined there is no competition to the lowest responsible bidder, evaluation of other RFPs are not required. Bidders are cautioned to make no assumptions unless their RFP has been evaluated as being responsive. Upon award of this RFP, the successful bidder shall be notified of the award configuration in writing by the Purchasing Department. The bidder who is awarded this contract resulting from this RFP is cautioned not to provide goods and services to any SBCC site or to any SBCC employee prior to receiving a purchase order issued by the SBCC Purchasing Department. Notification of award is not to be construed as authorization to provide goods or services. The SBCC is not obligated to pay invoices for the provision of goods or services for which the SBCC Purchasing Department has not issued a purchase order, or invoices resulting from purchase order changes not authorized by the SBCC. All awards made as a result of this RFP shall conform to applicable Florida Statutes and shall be governed by the laws of the State of Florida, and must have venue established in the state court located in Clay County, Florida.

RFP OPENING: All RFPs shall be received no later than the date and time specified on the document. All RFPs received after that time shall not be considered. It is the bidder's responsibility to assure that their RFP is delivered at the proper time and place of the RFP opening. RFPs, which for any reason are not so delivered, shall not be considered. The public opening shall acknowledge receipt of the RFPs only, details concerning pricing or the offering may not be announced. All RFPs submitted shall become public record in accordance with F.S. 119.071. RFP files may be examined during normal working hours by appointment.

PROPRIETARY INFORMATION: Pursuant to Chapter 119, Florida Statutes, RFPs received as a result of this RFP shall not become public record until thirty (30) days after the date of opening or until posting of the recommendation for award, whichever occurs first. Thereafter, all RFP documents or other materials submitted by all Bidders in response to this RFP shall be open for inspection by any person and in accordance with Chapter 119, Florida Statutes. To the extent a Bidder asserts any portion of its RFP is confidential and exempt, long with specific citations of the Florida Statutes establishing the confidentiality or exemption. Failure to identify the portions of the RFP claimed to be exempt or the specific statutory authority establishing the exemption shall be deemed a waiver by the Bidder that any unidentified portion of the RFP is confidential or exempt from disclosure under Chapter 119, Florida Statutes.

PUBLIC RECORDS REQUEST: All public records requests shall be administered by the District Records Office at 900 Walnut Street, Green Cove Springs, Florida 32043, phone 904.336-6500, or by email at: PRR@myoneclay.net The Public Records Request Procedure form is available online at https://www.oneclay.net/domain/5052

INSPECTION, ACCEPTANCE & TITLE: Inspection and acceptance shall be at destination unless otherwise provided. Title to/or risk of loss or damage to all items shall be the responsibility of the Awardee until acceptance by the buyer unless loss or damage resulting from negligence by the buyer. If the materials or services supplied to SBCC are found to be defective or not conform to specifications, SBCC reserves the right to cancel the order upon written notice to the seller and return product at Awardee's expense.

PAYMENT AND INVOICING: Contractor shall be paid in accordance with the Florida Prompt Payment Act, Florida Statutes Chapter 218, upon submission of invoices to the SBCC at the prices stipulated on the contract at the time the order is placed, less deductions if any, after delivery and acceptance of goods in accordance with the Florida Prompt Payment Act. An original invoice referencing a SBCC purchase order number shall be submitted for payment to

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SBCC Accounts Payable Department, 814 Walnut Street, Green Cove Springs, FL 32043. Failure to follow these instructions may result in delay in processing invoices for payment.

INSURANCE / LICENSES / PERMITS: Bidder, by virtue of submitting a RFP, shall be in full compliance with LIABILITY INSURANCE, LICENSES AND PERMITS as specified herein. Bidder shall take special notice that SBCC shall be named as an additional insured under the General Liability policy including Products Liability.

The insurance policies shall be issued by companies qualified to do business in the State of Florida. The insurance companies must be rated at least A- by AM Best. All policies must remain in effect during the performance of the contract.

Where Awardees are required to enter or go onto SBCC property to deliver materials or perform work or services as a result of a RFP award, the Awardee agrees to The Hold Harmless Agreement stated herein and shall assume the full duty obligation and expense of obtaining all necessary licenses, permits and insurance. The Awardee shall be liable for any damages or loss to SBCC occasioned by negligence of the Awardee (or agent) or any person the Awardee has designated in the completion of the Contract as a result of their RFP.

RFP BONDS / PERFORMANCE BONDS: RFP bonds, when required, shall be submitted with the RFP in the amount specified in Special Conditions. RFP bonds shall be returned to non-Awardees. After acceptance of RFP, SBCC shall notify the Awardee to submit a performance bond and certificate of insurance in the amount specified in Special Conditions. Upon receipt of the performance bond, the RFP bond shall be returned to the Awardee.

LICENSES, CERTIFICATIONS AND REGISTRATIONS: As of the RFP Opening Date, Bidder must have all Licenses, Certifications and Registrations required when performing the services as described herein, in order for RFP to be considered a responsive and responsible RFP. Licenses, Certifications and Registrations required for this RFP shall be as required by Chapter 489, Florida Statutes, as currently enacted or as amended from time to time; by the State Requirements for Educational Facilities (SREF), latest version; and by SBCC. Bidder must submit a copy of all its current Licenses, Certifications and Registrations required as described herein, either with its RFP or within 24 hours upon request by SBCC.

An Awardee who has any License, Certification or Registration either suspended, revoked or expired after the date of the RFP Opening, shall provide notice to the Supervisor of Purchasing within five working days of such suspension, revocation or expiration. However, such suspension, revocation or expiration after the date of the RFP Opening shall not relieve the Awardee of its responsibilities under this RFP.

PATENTS & ROYALTIES: The Awardee, without exception, shall indemnify and save harmless SBCC and its employees from liability of any nature or kind, including cost and expenses for any copyrighted, patented, or unpatented invention, process, or article manufactured or used in the performance of the contract, including its use by SBCC. If the Awardee uses any design, device, or materials covered by letters, patent, or copyright, it is mutually understood and agreed without exception that the RFP prices shall include all royalties or cost arising from the use of such design, device or materials in any way involved in the work.

SAFETY STANDARDS / OSHA / MSDS: The Awardee warrants that the product supplied to SBCC shall conform in all respects to the standards set forth in the Occupational Safety and Health Act OSHA), as amended, and the failure to comply with this condition shall be considered as a breach of contract. The bidder further certifies that if they are the successful bidder and delivered product is subsequently found to be deficient pursuant to any OSHA requirement in effect on the date of delivery, all costs necessary to bring the material, equipment, etc. into compliance with aforementioned requirements shall borne solely by the bidder. The Manufacturer, Importer, or Distributor of a toxic substance shall provide all Material Safety Data Sheets (MSDS) with their RFP. (See Florida's Right-To-Know Law, Chapter 442, Florida Statutes.)

ASBESTOS / FORMALDEHYDE / LEAD-FREE: All building materials, pressed boards, and furniture supplied to SBCC shall be **100% asbestos free. It is desirous that all building materials, pressed boards and furniture supplied to SBCC also be 100% formaldehyde free.** Bidder, by virtue of bidding, certifies by signing RFP that, if awarded this RFP, only building materials, pressed boards, and/or furniture that is **100% asbestos free** shall be supplied. All material supplied to SBCC must be 100% lead free. Bidder, by virtue of signing RFP, certifies that only materials or equipment that is 100% lead free shall be supplied to SBCC.

CONTRACT WORK HOURS & SAFETY STANDARDS ACT: (34 CFR 80.36(i)(6)): All Contractors, contractors and subcontractors shall comply with sections 103 and 107 of the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-330) as supplemented by Department of Labor regulations (29 CFR part 5). Applies to all construction contracts awarded by the district and subgrantees in excess of $2000, and in excess of $2500 for other contracts which involve the employment of mechanics or laborers).

TOXIC SUBSTANCES IN CONSTRUCTION, REPAIR OR MAINTENANCE OF EDUCATIONAL FACILITIES: (Fla. Statute 1013-49: (1) All toxic substances enumerated in the Florida Substance List that are to be used in the construction, repair or maintenance of educational facilities have restricted usage provisions. (2) Before any such substance may be used the contractor shall notify the SBCC Superintendent or the SBCC Project Manager/Supervisor in writing at least three (3) working days prior to using the substance. The notification shall contain: (a) The name of the substance to be used; (b) Where the substance is to be used: and (c) When the substance is to be used. A copy of a material safety data sheet shall be attached to the notification for each such substance.

GOVERNMENTAL RESTRICTIONS: In the event any governmental restrictions may be imposed which would necessitate alteration of the material, quality, workmanship or performance of the items offered on this proposal prior to their delivery, it shall be the responsibility of the supplier to notify the Purchasing Department in writing at once indicating in their submittal the specific regulation that required an alteration. The SBCC reserves the right to accept any such alteration, including any price adjustments occasioned thereby, or to cancel the contract at no expense to the SBCC.

FACILITIES: SBCC reserves the right to inspect the Awardee's facilities at any time with prior notice. RFPs shall be considered only from firms which are regularly engaged in the business of providing the goods and/or services as described in this RFP, have a record of performance for a reasonable period of time; have sufficient financial support equipment and organization to ensure that they can satisfactorily execute the services if awarded a contract under the terms and conditions herein stated. The term "equipment and organization" as used herein shall be construed to mean a fully equipped and well-established company in line with best business practices in the industry and as determined in discretion by the proper authorities of the SBCC. SBCC may use the information obtained from this in determining whether Bidder is a responsible Bidder.

SPECIAL CONDITIONS: The Superintendent or Designee has the authority to issue Special Conditions and Specifications as required for individual RFPs. Any and all Special Conditions that may vary from General Conditions shall have precedence.

DISPUTES: in the event of a conflict between the documents, the order of priority of the documents shall be as follows:

Addenda released for this RFP, with the latest Addendum taking precedence, then;

The RFP; then

Bidder's submitted RFP.

In case of any other doubt or difference of opinion, the decision of SBCC shall be final and binding on both parties.

EXPENDITURE: No guarantee is given or implied as to any sums payable or the quantity or scope of any award under this RFP. SBCC is not obligated to place any order for goods/services as a result of this award. Order placement shall be based upon the needs and best interest of SBCC.

EXTENSION: In addition to any extension options contained herein, SBCC is granted the right to extend any award resulting from this RFP for the period of time necessary for SBCC to release, award and implement a replacement RFP for the goods, products and/or services provided through this RFP. Such extension shall be upon the same prices, terms and conditions as existing at the time of SBCC's exercise of this extension right. The period of any extension under this provision shall not be for a period in excess of six months from (a) the termination date of a contract entered into as a result of this RFP or (b) the termination date under any applicable period of extension under a contract entered into as a result of this RFP.

ASSIGNMENT: Neither any award of this RFP nor any interest in any award of this RFP may be assigned, transferred or encumbered by any party without the prior written consent from SBCC. There shall be no partial assignments of this RFP including, without limitation, the partial assignment of any right to receive payments from SBCC. The successful Contractors shall not assign, transfer, convey, sublet, or otherwise dispose of this contract, or of any or all rights, title or interest herein, or their power to execute such contract to any person, company, or corporation without prior written consent of SBCC. The successful Contractors have the sole and exclusive responsibility for furnishing services in accordance with this contract. The successful Contractor obligations cannot be delegated.

PURCHASE AGREEMENT: This RFP and the corresponding Purchase Orders shall constitute the complete agreement. SBCC shall not accept proposed terms and conditions that are different than those contained in this Invitation to RFP, including pre-printed text contained on catalogs, price lists, other descriptive information submitted or any other materials. By virtue of submitting a RFP, Awardee agrees to not submit to any SBCC employee, for signature, any document that contains terms and conditions that are different than those contained herein and that in the event any document containing any term or condition that differs from those contained herein is executed, said document shall not be binding on SBCC.

FISCAL NON-APPROPRIATIONS CLAUSE: In the event sufficient budgeted funds are not available for a new fiscal period, the purchasing department shall notify the Contractor of such an occurrence and the RFP and any resulting contract shall terminate on the last day of the current fiscal period without penalty or expense to the SBCC.

TIED RFP: In the event of tied or identical RFPs, preference shall be given to the RFP which certifies that a drug-free workplace has been implemented in accordance with Section 287.087 F.S. If all tied RFPs have a drug-free workplace program certification, then preference shall be given to the bidder whose business is physically located in Clay County, Florida. If neither Contractor is located in Clay County, Florida then preference shall be given to the bidder whose business is physically located in the State of Florida. If more than one tied bidder is located in Clay County, Florida or if no tied bidder or more than one tied bidder is located in the State of Florida, the award of the tied RFP shall be decided by the flip of a coin in the

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presence of witnesses. The coin flip shall be administered by the Supervisor of Purchasing who shall designate the calling of heads or tails.

LOBBY: Bidders are hereby advised that they shall not lobby with any School District personnel or SBCC Members regarding this RFP. All oral or written inquiries shall be directed through the Purchasing Department. Lobbying is defined as any action taken by an individual, firm, association, joint venture, partnership, syndicate, corporation, and all other groups who seek to influence the governmental decision of a Board Member or School District Personnel on the award of this contract. Any bidder or any individuals that lobby on behalf of a bidder shall result in the rejection/disqualification of said RFP.

ETHICS: All bidders shall comply with the requirements of law regarding ethics as set forth in Chapter 112, Florida Statutes, and rules promulgated by the Florida Commission of Ethics.

ACCESS TO RECORDS: (34 CFR 80.36 (i)(10): All Contractors, contracts and subcontractors shall give access to the SBCC, the appropriate Federal agency, the Comptroller General of the United States, or any of their duly authorized representative to any books, documents, papers, and records of the Contractor which are directly pertinent to this specific RFP/contract for the purpose of making audit, examination, excerpts and transcriptions.

RECORDS RETENTION: (34 CFR 80.36(i)(11)): All Contractors, contractors and subcontractors shall retain all records pertaining to this RFP/contract for three (3) years after SBCC makes final payment and all other pending matters closed.

CLEAR AIR ACT (34 CFR 80.36(i)(12)): All Contractors, contractors and subcontractors shall comply with all applicable standards, orders, or requirements issued under section 306 of the Clean Air Act (42 U.S.C. 11857 (h)), section 508 of the Clean Water Act (33 U.S.C. 1368), Executive Order 11738, and Environmental Protection Agency regulations (40 CFR part 15). (Applies to contract, subcontracts and subgrants of amounts in excess of $100,000).

ENERGY EFFICIENCY (34 CFR 80.36(i)(13): All Contractors, contractors and subcontractors shall comply with mandatory standards and policies relating to energy efficiency which are contained in the state energy conservation plan issued in compliance with the Energy Policy and Conservation Act (pub. L. 94-163, 89 Stat.871).

EQUAL EMPLOYMENT OPPORTUNITY (34 CFR 80.36(i)(3)): All Contractors, contractors and subcontractors shall comply with Executive Order 11246 of September 24, 1965, entitled "Equal Employment Opportunity" as amended by Executive Order 11375 of October 13, 1967, and as supplemented in Department of Labor regulations (41 CFR chapter 60). (Applied to all construction contracts awarded in excess of $10,000 by the district and their contractors or subgrantees).

COPELAND "ANTI-KICKBACK" ACT (34 CFR 80.36(i)(4)): All Contractors, contractors and subcontractors shall comply with the Copeland "Anti-Kickback" Act (18 U.S.C. 874) as supplemented in Department of Labor regulations (29 CFT part 3). (Applies to all contracts and subgranhts for construction or repair).

DAVIS-BACON ACT (34 CFR 80.36(i)(5)): All Contractors, contractors and subcontractors shall comply with the Davis-Bacon Act (40 U.S.C. 276a to 276a-7) as supplemented by Department of Labor regulations (29 CFR part 5). (Construction contracts in excess of $2000 awarded by grantees and sub-grantees when required by Federal grant program legislation). (Applies to construction contracts in excess of $2000 awarded by the district and subgrantees when required by Federal grant program legislation).

SCRUTINIZED COMPANIES WITH ACTIVITIES IN SUDAN LIST OR SCRUTINIZED COMPANIES WITH ACTIVITIES IN THE IRAN: By submitting a RFP any Company/Contractor/Contractor certifies that it is not on the Scrutinized Companies with Activities in Sudan List or the Scrutinized Companies with Activities in the Iran petroleum Energy Sector List. In the event that it is subsequently determined that the Company/Contractor/Contractor submitted a false certification any contract resulting from this RFP may be immediately terminated in accordance with s.287.135 Florida Statute.

SERVICE AND WARRANTY: Unless otherwise specified, the bidder shall define any warranty service and replacements that shall be provided during and subsequent to this contract. Bidders shall explain on an attached sheet to what extent warranty and service facilities are provided. All materials and/or services furnished under this RFP shall be warranted by the Contractor/distributor/manufacturer to be free from defects and fit for the intended use. Unless otherwise requested, the items RFP shall be new and equal to or exceed specifications. The manufacturer's standard guarantee or warranty shall apply. During the guarantee or warranty period, the successful bidder shall repair and/or replace any defects without cost to the SBCC with the understanding that all replacements shall carry the same guarantee or warranty as the original equipment. The successful bidder shall make any such repairs and/or replacements immediately upon receiving notice from the SBCC.

GOVERNING LAW: This RFP, any award(s) resulting from this RFP, and all transaction from this RFP shall be interpreted and construed in accordance with the laws of the State of Florida. Any protests arising from this RFP shall be subject to Section 120.57(3), Florida Statutes. Any disputes or controversies arising out of a contract award under this RFP shall be submitted to the jurisdiction of the state courts located in Clay County, Florida without regards to principles of conflicts of law.

PURCHASES BY OTHER GOVERNMENTAL AGENCIES (D.O.E. Regulation #6A1.012(5): With the consent and agreement of successful bidder(s), purchases may be made under this RFP by other governmental agencies within the State of Florida. Such purchases shall be governed by same terms and conditions as stated herein with exception of venue of litigation of disputes which may be changed to include only the state courts in the county in which the governmental agency is located.

USE OF OTHER CONTRACTS: SBCC reserves the right to utilize any other SBCC contract, any State of Florida Contract, any contract awarded by any other city or county governmental agencies, other schools, other community college/state university system cooperative RFP agreement, or to directly negotiate/purchase per SBCC and/or Rule 6A-1.012, Florida Administration Code as currently enacted or as amended from time to time, in lieu of any offer received or award made as a result of this RFP if it is in its best interest to do so.

PURCHASING AGREEMENTS AND STATE TERM CONTRACTS: The purchasing agreements and state term contract available under s. 287.056 have been reviewed.

CONE OF SILENCE: Any Bidder, or lobbyist for a Bidder, is prohibited from having any communications (except as provided in this rule) concerning any solicitation for a competitive procurement with any School Board member, the Superintendent, any Evaluation Committee Member, or any other School District employee after SBCC Purchasing Department releases a solicitation to the General Public. All communications regarding this solicitation shall be directed to the designated SBCC representative. This "Cone of Silence" period shall go into effect and shall remain in effect from the time of release of the solicitation until the contract is awarded by SBCC. Further, any Awardee, its principals, or their lobbyists shall not offer campaign contributions to School Board Members or offer contributions to School Board Members for campaigns of other candidates for political office during the period in which the Awardee is attempting to sell goods or services to SBCC This period of limitation of offering campaign contributions shall commence at the time of the "cone of silence" period for any solicitation for a competitive procurement as described by SBCC. **Any Bidder or lobbyist who violates this provision shall cause their RFP (or that of their principal) to be considered non-responsive and therefore be ineligible for award.**

NONCONFORMANCE TO CONTRACT CONDITIONS: Items offered may be tested for compliance with RFP conditions and specifications at any time. Items delivered, not conforming to RFP conditions or specifications, may be rejected and returned at Awardee's expense. Goods or services not delivered as per delivery date in RFP and/or Purchase Order may be rejected upon delivery and/or may be purchased on the open market. Any increase in cost may be charged against the Awardee. Any violation of these stipulations may also result in:

a) For a period of two years, any RFP submitted by Awardee shall not be considered and shall not be recommended for award.

b) All departments being advised not to do business with Awardee.

SEVERABILITY: In case of any one or more of the provisions contained in this RFP shall be for any reason be held to be invalid, illegal, unlawful, unenforceable or void in any respect, the invalidity, illegality, unenforceability or unlawful or void nature of that provision shall not affect any other provision and this RFP shall be considered as if such invalid.

JESSICA LUNSFORD ACT: In accordance with the Jessica Lunsford Act the bidder and all their employees, as required by law, shall undergo and pass a Level II fingerprinting and background check as required by F.S. 1012.465,467 or 468 and possess a SBCC fingerprinting clearance card prior to entry upon SBCC property. All costs associated with obtaining fingerprinting and background check shall be at no expense to the SBCC. To obtain information on when and how to obtain fingerprinting log on to the SBCC web site at oneclay.net/purchasing click on "Jessica Lunsford Act Information" or contact the Human Resources Division at (904) 336-6716.

BIDDER'S EMPLOYEE RESPONSIBILTY: All employees and/or sub-contractors of the Contractor shall be considered to be at all times the sole employees and responsibility of Contractor under their sole direction and not an employee or agent of SBCC. The contractor shall supply competent employees and/or sub-contractors and the SBCC may require the Contractor to remove an employee and/or sub-contractor it deems careless, incompetent, insubordinate of otherwise objectionable and whose presence on SBCC property is not in the best interest of the SBCC. Contractors and all their employees shall be in accordance with Jessica Lunsford Act. Each employee and or sub-contractor of contractor shall have and wear proper identification while on SBCC property and are required to sign in/out at main office or other designated place upon arrival and when leaving job site, if applicable. Workman using foul/abusive language or presenting an offensive appearance as determined by SBCC Representative(s) shall be asked to leave. Radios/other audio items are not to be used and Smoking is prohibited on SBCC property.

DISCRIMINATION: An entity or affiliate who has been placed on the discriminatory Contractor list may not submit a RFP on a contract to provide goods or services to a public entity, may not submit a RFP on a contract with a public entity for the construction or repair of a public building or public work, may not submit RFPs on leases of real property to a public entity, may not award or perform work as a contractor, supplier, subcontractor, or consultant under contract with any public entity, and may not transact business with any public entity.

PROTESTING: Any actual or prospective bidder who disputes the reasonableness, or competitiveness of the terms and conditions / specifications of the invitation to RFP or contract award recommendation, shall file a written Notice of Protest with the Superintendent of Schools within 72 hours of the posting of RFP solicitation or posting of the RFP tabulation with recommendation and shall file a formal written protest within ten working days following the

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filing of Notice of Protest. Any person who files an action protesting this RFP pursuant to FS 120.57(3)(b), shall post with the purchasing department at the time of filing the formal written protest, a bond payable to the School Board of Clay County in an amount equal to 1 percent (1%) of the total estimated contract value, but not less than $5000, which bond shall be conditioned upon the payment of all costs which may be adjudged against the protester in the administrative hearing in which the action is brought and in any subsequent appellate court proceeding. In lieu of a bond, a cashier's check, certified bank check, bank certified company check, money order or U.S. currency will be acceptable form of security. If, after completion of the administrative hearing process and any appellate court proceedings, the district prevails, it shall recover all costs and charges which shall be included in the final order or judgment, including charges made by the Division of Administrative Hearings, but excluding attorney's fees. Upon payment of such costs and charges by the protester, the protest security shall be returned. If the protester prevails, he or she shall recover from the district all costs and charges which shall be included in the final order of judgment, excluding attorney's fees. Failure to observe such timeliness shall constitute a waiver of proceedings and of right to protest as set forth in Chapter 120, Florida Statutes. RFP Tabulation / Recommendation of Award shall be posted online at **oneclay.net/purchasing** with the hard copy posted in the SBCC Purchasing Department at 800 Center Street, Green Cove Springs, Florida after the intended recommendation is announced on or about November 3, 2020. This tabulation shall remain posted for a minimum period of 96 hours. Section 3 b, Chapter 120.57, Florida Statutes, as currently enacted or as amended from time to time, states that **"The formal written protest shall state with particularity the facts and law upon which the protest is based."**

CONFIDENTIAL RECORDS: Notwithstanding any provision to the contrary within this Contract, any party contracting with SBCC under this Contract shall fully comply with the requirements of Sections 1002.22 and 1002.221, Florida Statutes; Family Educational Rights and Privacy Act (FERPA), and any other state or federal law or regulation regarding the confidentiality of student information and records. Each such party agrees, for itself, its officers, employees, agents, representatives, contractors or subcontractors, to fully indemnify and hold harmless SBCC and its officers and employees for any violation of this section, including, without limitation, defending SBCC and its officers and employees against any complaint, administrative or judicial proceeding, payment of any penalty imposed upon SBCC, or payment of any and all costs, damages, judgments or losses incurred by or imposed upon SBCC arising out of a breach of this covenant by the party, or an officer, employee, agent, representative, contractor, or sub-contractor of the party to the extent that the party or an officer, employee, agent, representative, contractor, or sub-contractor of the party shall either intentionally or negligently violate the provisions of this section or of Sections 1002.22 and/or 1002.221, Florida Statutes. Awardee agrees that it may create, receive from or on behalf of SBCC, or have access to, records or record systems that are subject to FERPA and/or HIPAA (collectively, the "Confidential Records"). Awardee represents, warrants, and agrees that it shall: (1) hold the Confidential Records in strict confidence and shall not use or disclose the Confidential Records except as (a) permitted or required by this Agreement, (b) required by law, or (c) otherwise authorized by the SBCC in writing; (2) safeguard the Confidential Records according to commercially reasonable administrative, physical and technical standards as required by law; and (3) continually monitor its operations and take any and all action necessary to assure that the Confidential Records are safeguarded in accordance with the terms of this Agreement. At the request of the SBCC, Awardee agrees to provide SBCC with a written summary of the procedures Awardee uses to safeguard the Confidential Records. A breach of these confidentiality requirements shall constitute grounds for the SBCC to terminate any Agreement with Awardee.

PUBLIC ENTITY CRIMES: Section 287.133(2)(a), Florida Statutes, as currently enacted or as amended from time to time, states that a person or affiliate who has been placed on the convicted Contractor list following a conviction for a public entity crime may not submit a RFP on a contract to provide any goods or services to a public entity, may not submit a RFP on a contract with a public entity for the construction or repair of a public building or public work, may not submit RFPs on leases of real property to a public entity, may not be awarded or perform work as a contractor, supplier, subcontractor, or consultant under a contract with any public entity, and may not transact business with any public entity in excess of the threshold amount provided in Section 287.017 for CATEGORY TWO [currently $25,000] for a period of 36 months from the date of being placed on the convicted Contractor list.

FORCE MAJEURE: Neither party to this Agreement shall be liable for delays or failures in performance under this Agreement (other than obligations relating to payment, confidentiality, and protection of ownership and intellectual property rights) resulting from acts or events beyond the reasonable control of such party (a "Force Majeure Event"), including acts of war, terrorism, acts of God, earthquake, flood, embargo, riot, sabotage, labor dispute, wide spread outbreak of disease or pandemic, governmental act, failure of the internet, power failure, or energy, utility, or telecommunications interruptions, provided that the delayed party: (i) gives the other party prompt notice of such cause; and (ii) uses its reasonable commercial efforts to promptly correct such failure or delay in performance. In the event that a Force Majeure Event lasts for more than 90 days, and the party experiencing the initial delay cannot correct its failure or delay in performance during that period of time, despite using its reasonable commercial efforts to do so, the other party may terminate the affected portions of this Agreement.

CANCELLATION / TERMINATION: In the event, the awarded bidder violates any of the provisions of this RFP or fails to perform their obligation under this contract in a manner satisfactory to the SBCC as per specifications, the Supervisor of Purchasing shall give written notice to the Contractor setting forth the deficiencies and unless the deficiencies are corrected within ten (10) days, recommendation shall be made to the SBCC for immediate cancellation of the contract. Failure of the Contractor to correct deficiencies shall give the SBCC the right to cancel this contract, but failure by the SBCC to exercise this right, in any instance, shall not prevent the subsequent exercise of this right by the SBCC or prejudice its claim for damages resulting from such default, violations, breach of contract or other failures whether or not an expressed written agreement exists for the provision of such goods and/or service. Upon cancellation, hereunder the SBCC may pursue any and all legal remedies as provided herein and pursuant to the contract and by law. The SBCC reserves the right to terminate any contract resulting from this invitation at any time for cause, upon giving seven (7) days prior written notice to the other party. If said contract should be terminated for cause or convenience as provided herein, the SBCC shall be relieved of all obligations under said contract. The SBCC shall only be required to pay to the award bidder that amount of the contract actually satisfactorily performed to the date of termination and shall not be responsible for any consequential damage, future damages or damages caused by lost profits, inconvenience or overhead expense to the Contractor. The SBCC may cancel the contract upon ninety (90) days written notice for reasons other than cause and Contractor shall have no legal recourse or cause of action against the SBCC damages resulting from said cancellation.

INDEMNIFICATION: Notwithstanding any contrary contractual language, nothing in any agreement shall be construed or interpreted to increase the scope or dollar limit of the School's or School Board's liability beyond that which is set forth in 768.28 Fla. Stat. , or to otherwise waive School's or School Board's sovereign immunity, or to require School or School Board to indemnify the Contractor or any other person, corporation or legal entity of any kind or nature whatsoever for injury or loss resulting from any acts other than the negligent acts of School or School Board or its agents or employees. Contractor shall, in addition to any other statutory or common law obligation to indemnify the School Board of Clay County, Florida, indemnify, defend and hold harmless the School Board of Clay County, Florida, its agents, officers, elected officials and employees against all claims, actions, liabilities, damages, losses, costs, fines punitive damages and expenses of any kind or nature whatsoever, including but not limited to attorney's fees and legal costs, brought against the School Board of Clay County, Florida, and/or its agents, officers, elected officials, employees and assigns, by any individual, corporation, consortium or any other legal person or entity, arising out of or caused by acts or omissions, negligence, recklessness, intentional wrongful misconduct, violations of laws, statutes, ordinances, government administration orders, rules or regulations of the contractor, contractor's employees, officers, agents, subcontractors, sub-subcontractors, material man or agents of any tier or their respective employees. This indemnification clause shall not be construed to require any indemnitor to indemnify the School Board of Clay County, Florida, for any negligence on the part of the School Board of Clay County, Florida, its agents or employees. The indemnification obligations hereunder shall not be limited to any limitation on the amount, type of damages, compensation, or benefits payable by or for the contractor or any subcontractor under workers' compensation acts, disability benefit acts, other employee benefits acts or any statutory bar. This indemnification/hold harmless provision shall survive the termination of any contract with the School Board of Clay County, Florida.

Any and all special conditions and specifications attached hereto that vary from these General Conditions shall have precedence. The accompanying RFP constitute an offer from the bidder. If any or all parts of the RFP are accepted by the School Board of Clay County, an authorized representative of the Purchasing Department shall issue an officially signed Award Letter which shall then constitute the completed written agreement between the parties. The conditions of the Award Letter become a part of the written agreement between the parties.

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The School Board of Clay County (SBCC or District) is seeking proposals for **"ATHLETIC FIELD MAINTENANCE SERVICES"**. This is a Request for Proposals ("RFP") for an independent Contractor or Contractors ((the "Contractor(s)")) to provide athletic field maintenance services as needed for all SBCC sites as outlined in the Appendices in the manner specified in the Scope of Work.

Request for Proposal packages may be obtained from the SBCC Purchasing Department by calling 904-336-6737 or can be downloaded from the Purchasing Department Webpage oneclay.net/purchasing click on "Active RFP Folder".

Qualified Contractors desiring to provide the required services must submit one (1) ORIGINAL hardcopy labeled as such on the cover, and five (5) copies, totaling six (6) proposal packages, submitted in a sealed package clearly marked on the outside: **"RFP 20-MA-319"** to SBCC Purchasing Department at 800 Center Street, Green Cove Springs, Florida 32043 before the time and date listed on RFP Acknowledgement Form.

It is the intent of the SBCC, if successful with contract negotiations, to enter into a written service contract for athletic field maintenance services for an initial three (3) year period with option to renew for three additional one (1) year contract periods upon mutual agreement by all parties, in writing.

A Proposal Committee shall review the proposals received in response to this RFP and make a recommendation to the Board for the selection of the Contractor(s). The Proposal Committee will consist of five (5) members. It is anticipated that, in performing their duties, the awarded Contractor(s) shall have substantial interaction with the District and School Athletic Director(s) and the Maintenance Department. This interaction shall include, but not be limited to; reviewing and modifying the scope of services, evaluating and discussing performance of Contractor(s) and corrective actions for performance deficiencies, and any other issues as determined by the SBCC Representatives.

It is expressly understood that the SBCC's preference/selection of any proposal does not constitute an award of a Contract with the SBCC. It is further expressly understood that no contractual relationship exists with the SBCC until a written Contract has been formally executed by both the SBCC, and the selected Contractor(s).

In the best interest of the School Board, the District reserves the right to reject any and all proposals/offers, with or without cause, to waive informalities, minor irregularities or other requirements in proposals/offers received and/or to accept any portion of the proposal/offer if deemed in the best interest of the District.

The District also reserves the right to request clarification of information from any Contractor. Any ex-parte communications initiated by a Contractor with any employee of the District other than those personnel specifically identified as contacts in this RFP, or communication with any member of the School Board may result in immediate disqualification from the RFP process.

The terms and conditions stipulated in this Request For Proposal are those desired by the SBCC and preference will be given to those proposals in full or substantial compliance therewith. Failure of the Contractors to provide in their proposal/offer any information requested in the RFP, may result in rejection for non-responsiveness. Failure of the Contractors to meet or exceed any stated minimums in the RFP may also result in rejections for reasons of non-responsiveness. However, after allowance for any deviations, all proposals may be considered. Contractors are cautioned that restrictive deviations from the desired program must be clearly stated in the Proposal Response.

The competence, responsiveness, and responsibility of Contractors will be considered in making the award. Contractors are required to submit with their proposal, data in regard to their qualifications as a service provider including experience, and a list of current companies successfully being serviced that are comparable to this request. Please include names and telephone numbers of persons to contact. The Contractors declare that the amount and nature of the materials/services to be furnished is

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understood and that the nature of this proposal is in strict accordance with the conditions set forth and is a part of this proposal, and that there will at no time be a misunderstanding as to the intent of the specifications or conditions to be overcome or pleaded after the proposals are opened.

The SBCC is not responsible for any expenses which Contractors may incur in preparing and submitting Proposals. The SBCC will not be liable for any costs incurred by the Contractor in connection with interviews/presentations (i.e., travel, accommodations, etc.). It is expressly understood, no Contractor may seek or claim any award and/or re-imbursement from the SBCC for any expenses, costs, and/or fees (including attorneys' fees) borne by any Contractor, during the entire RFP process. Such expenses, costs, and/or fees (including attorneys' fees) are the sole responsibility of the Contractor.

In the event that a contract/agreement is attached to the RFP, such attached contract/agreement is for discussion purposes only, and not necessarily reflective of any Contract that may be ultimately entered into by the SBCC. In the event that a contract/agreement is not attached to the RFP, it is expressly understood that the SBCC preference/selection of any proposal does not constitute an award of a contract/agreement with the SBCC. It is anticipated that subsequent to the SBCC preference/selection of any proposal, Contract negotiations will follow between the SBCC and the selected Contractor(s). It is further expressly understood that no contractual relationship exists with the SBCC until a Contract has been executed in writing by both the SBCC, and the selected Contractor(s). The SBCC reserves the right to delete, add to, or modify one or more components of the selected Contractor's proposal, in order to accommodate changed or evolving circumstances that the SBCC may have encountered, since the issuance of the RFP. It is further understood, no Contractor (whether selected or not) may seek or claim any award and/or re-imbursement from the SBCC for any expenses, costs, and/or fees (including attorney's fees) borne by any Contractor, during the entire RFP process. Such expenses, costs, and/or fees (including attorney's fees) are the sole responsibility of the Contractor. By submitting a proposal, a Contractor agrees to be bound by these terms and provisions of the RFP.

In order to be considered for evaluation, the proposers shall demonstrate sufficient capacity, resources and experience to provide complete athletic field maintenance services as required by the District, and as specified in this RFP. Any proposer that fails to meet the following minimum criteria could be noted as "nonresponsive" and may not be evaluated/scored.

At a minimum, each proposer shall provide sufficient documentation to verify that:

1. The Contractor has successfully provided athletic field maintenance services for large organizations with multiple large facilities within the immediate past four (4) years, and those organizations will be included in the required references.

2. The firm can comply with the SBCC insurance requirements.

The successful Contractor shall furnish, prior to commencement of performance under this contract, to the School Board Purchasing Department, certificate(s) of insurance which clearly indicate the insurance coverage required below have been obtained:

CONTRACTOR'S AND SUB-CONTRACTOR'S INSURANCE: Contractor shall take out and maintain all insurance policies required below with companies authorized to do business under the laws of the State of FL. and satisfactory to the School Board. **The awarded Contractor SHALL ensure that any sub-Contractor they use maintain the same level of insurance coverage.** Insurer shall be rated A- with an FSC V or better in the current AM Best Guide through the life of the contract to include any renewal periods.

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Insurance certificate(s) reflecting the required coverage's shall be submitted to the School Board Purchasing Department prior to any work being performed under this Contract. Certificate(s) shall be submitted directly from Contractor's Insurance Agent and Mark All Certificates Attn: SBCC Purchasing Department, as Certificate Holder (with 30 day Notice of Cancellation or Change in Coverage) and list SBCC as Additional Insured with regards to RFP # 20-MA-319.

COMPREHENSIVE GENERAL LIABILITY AND PROPERTY DAMAGE INSURANCE: Including Premises Operation, Independent Contractor's Protective, Products and Completed Operation Board Form, Contractual Liability in at least the following amounts and coverage's:

Bodily Injury	Property Damage	Personal Injury
- Each Occurrence $1,000,000.00	- Each Occurrence $1,000,000.00	-Annual Aggregate $1,000,000.00
- Annual Aggregate $2,000,000.00	- Annual Aggregate $2,000,000.00	

- Completed Operations and Products Liability shall be maintained for one (1) year after final payment

WORKERS' COMPENSATION INSURANCE: Contractor is responsible for assuring that valid Worker's Compensation Insurance as required by Chapter 440, Florida Statutes is maintained for all of their employees and sub-Contractors employed at the site of the project. Such insurance shall comply fully with the Florida Worker's Compensation Law. In case any class of employees engaged in hazardous work under this Contract at the site of the project is not protected under the Workers' Compensation Statute the Contractor shall provide adequate insurance satisfactory to the Owner, for protection of his employees not otherwise protected. School Board shall accept an approved NOTICE OF ELECTION TO BE EXEMPT FROM THE PROVISIONS OF THE FLORIDA WORKERS' COMPENSATION LAW Certificate.

State	Employer's Liability	
- Statutory	- Per Accident $100,000.00	
	- Disease, Policy Limit $500,000.00	- Disease, Each Employee $100,000.00

AUTOMOBILE INSURANCE: Including all owned, non-owned and hired vehicles used in connection with the work in at least the following amounts and coverage's:

Bodily Injury	Property Damage
- Each Person $1,000,000.00	- Each Occurrence $1,000,000.00
- Each Occurrence $1,000,000.00	

- Each Accident – Single Limit – Bodily Injury and Property Damage combined one million dollars ($1,000,000.00)

NO PAYMENTS will be made until approved Insurance Certificate is received by SBCC.

NOTE: The successful Contractor(s) shall not assign, transfer, convey, sublet, or otherwise dispose of this contract, or of any or all rights, title or interest herein, or their power to execute such contract to any person, company or corporation without prior written consent of the School Board. The successful Contractor(s) have the sole and exclusive responsibility for furnishing services in accordance with this contract. The successful Contractor(s) obligations cannot be delegated.

RFPs must be submitted with all required documents to include completed Attachments/Exhibits. Contractors may use an attachment if sufficient space is not available on the original form for the Contractor to enter a complete response. Any modifications or alterations to the original RFP documents by the Contractor, whether intentional or otherwise, shall constitute grounds for rejection of a RFP. Any such modifications or alterations that a Contractor wishes to propose must be clearly stated in the Contractor's proposal response. Prior to submitting a RFP, it is the sole responsibility of Contractor to ensure that all addenda releases are received, and that all RFP and addenda requirements have been completed and that all required submittals have been included.

Questions on RFP shall be in writing to Scott Schultz, Procurement Coordinator, sent via email to scott.schultz@myoneclay.net by 2 PM on September 1, 2020.

Any and all written questions received shall be reviewed, responded to and if deemed necessary an official response shall be issued by the Purchasing Department in the form of an Addendum. This

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process shall constitute the only official means by which additional information regarding this RFP shall be made available. Additional information acquired by any other means shall not be utilized in the configuration of any Contractor's proposal and shall not be considered in the School Board evaluation of proposals submitted and shall be considered inadmissible in proposal dispute proceedings. Contractors may be disqualified who solicit or receive (even if unsolicited) additional information regarding the RFP by any other means than process described herein.

NOTE: ALL RFP SHEETS, THAT ARE REQUIRED, MUST BE EXECUTED AND SUBMITTED WITH SEALED PROPOSAL. ALL RFPs ARE SUBJECT TO THE CONDITIONS SPECIFIED HEREIN. THOSE WHICH DO NOT COMPLY WITH THESE CONDITIONS ARE SUBJECT TO REJECTION.

By submitting a proposal, the Contractor certifies that the Contractor has fully read and understands all General Conditions, Special Conditions, and has full knowledge of the scope, nature, and quality of work to be performed. Contractor certifies that this RFP is made without prior understanding, agreement, or connection with any corporation, firm, or person submitting a RFP for the same equipment/service and in all respects is fair and without collusion or fraud. Contractor agrees to abide by all conditions of this RFP and certifies that they are authorized to sign this RFP for the Contractor.

AUTHORIZED CONTRACTOR SIGNATURE OF CONTRACTOR

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SCOPE OF SERVICES, PROPOSAL FORMAT, EVALUATION OF PROPOSALS

SCOPE OF SERVICES – The District wishes to receive proposals for selection of a Contractor(s) to provide Athletic Field Maintenance Services at various schools and facilities from the date of award through December 31, 2023, with renewal options.

The goal of SBCC and these services is to enhance the athletic fields and improve the appearance and care for all sites. Contractor(s) shall service sites and coordinate services with SBCC Representatives for each site, and inform those representatives of all treatments, services and completion status of said services.

SBCC currently has 13 sites located throughout Clay County, Florida that may require services under this RFP. Addresses for those sites are included as Appendix A, and maps of those sites are included as Appendix B. Site review/visits can be arranged by contacting John Sgromolo at (904)336-6919 or via email at john.sgromolo@myoneclay.net. Upon written notification to the Contractor, sites shall be added, or deleted, at the sole discretion of the School Board.

These sites include baseball, softball, football and practice fields. SBCC reserves the right to add or delete sites as necessary for the duration of the contract. Contractor(s) shall be able to perform services at any SBCC site. Pricing submitted by Contractor(s) under this RFP will be held for any additional site based upon the pricing given herein.

The majority of orders under this RFP will be placed by the SBCC Representative for each site. Any and all work ordered under this RFP is **upon request**, on an as needed basis only. Therefore, no minimum or maximum amount of work is guaranteed.

THE SERVICES:

1.1 All work performed under this RFP will be in the best interest of safety at all times, especially when students are present in and around designated areas. No power equipment shall be operated in the vicinity of students during periods such as class change, recess, after school care, fire drills, etc. Proper operation of equipment to include installed manufacturer safety devices is the awarded contractor's responsibility. Shirts and work pants must be worn at all times.

1.2 The awarded Contractor(s) shall provide as required, all necessary labor, materials, equipment and transportation to provide complete athletic field maintenance and services as required by the SBCC, and as specified in this RFP.

1.3 The awarded Contractor(s) must comply with all local, state and federal codes and School Board Rules.

1.4 The awarded Contractor(s) shall be responsible for any damage to District property, personal property or visitor property due to negligence on the part of the awarded contractor's employees or agents. The awarded Contractor(s) agree to repair, at own expense, any damage that was caused by the awarded Contractor(s), their employees or their agents.

1.5 The awarded Contractor(s) will be responsible for the removal of any blemish, tarnish or marking left on District grounds resulting from the awarded contractor's equipment. Specifically, but not limited to, concrete.

1.6 The awarded Contractor(s) shall, and in addition to all other guarantees, be responsible for faulty labor or workmanship and shall promptly correct improper work, without cost to the District,

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within 48 hours after receipt of notification of such faulty labor or workmanship. If the awarded Contractor fails within 48 hours to correct defects, the District shall be entitled to have such work remedied and the awarded contractor shall be fully liable for all costs and expense reasonably incurred by the District.

1.7 It is anticipated that most work will be accomplished Monday through Friday, taking into consideration holidays, or other school calendar days when the school may be closed. Any work disruptive to the operation of the school may require work to be performed after school hours or on a non-school day. Work performed on any day other than Monday through Friday must be cleared with the SBCC Representative prior to the commencement of the work.

1.8 If an unforeseen situation arises at any site that will affect the services, an authorized SBCC Representative will contact the awarded Contractor(s). The services may or may not be rescheduled, whichever is in the best interest of the District.

1.9 If conditions exist which prevent the awarded Contractor(s) from completing requested services, they must contact the appropriate SBCC Representative within 24 hours to reschedule remaining work.

1.10 TYPE OF SERVICE AND DESCRIPTION:
Contractor(s) shall be expected to perform the following types of services per the information contained herein. All of these services will be provided by the selected Contractor(s) **upon request** on any other applicable SBCC sites. This list of services is given for proposal purposes only and to inform vendors of the types of services that may be needed. This list does not limit or obligate SBCC.

- Weed Control and Management – Contractor will apply both liquid and granular herbicides to all fields as required to control all broad leaf weeds, sedges and grassy weeds on all fields and in accordance with plan agreed upon with SBCC Representatives.

- Insect Control and Management – Contractor will apply both liquid and granular insecticides as required to preventatively control turf damaging insects and fire ants and in accordance with plan agreed upon with SBCC Representatives.

- Fertilization – Contractor will apply both liquid and granular fertilizer to all fields as required to maintain turf color and vigor and in accordance with plan agreed upon with SBCC Representatives.

- Aeration – Contractor will aerate using tractor mounted equipment as required and in accordance with plan agreed upon with SBCC Representatives.

- Seed spreading and removal – Contractor will apply seeds using a tractor mounted spreader or walk behind drop spreader for infields and tight spaces. Removal of perennial rye grasses will be in accordance with plan agreed upon with SBCC Representatives.

- Verticutting – Contractor will verticut using tractor mounted equipment as required and in accordance with plan agreed upon with SBCC Representatives. Verticutting includes removal and disposal of debris on campus as directed by SBCC Representatives.

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- Material Hauling (Infield Conditioner/Warning Track Material) – Contractor will haul all material in turf friendly trailers, and provide any required material.

- Top Dressing – Contractor will apply top dressing as requested by SBCC Representatives.

- Rototilling – Contractor will rototill softball/baseball infields or any other needed areas.

- Fungus/Disease Control – Contractor will apply required fungicides on all fields as required to control nematodes and any other fungi and in accordance with plan agreed upon with SBCC Representatives.

- Sod Removal and Replacement – Contractor shall remove/add necessary sod to conform to dimensions required or as directed by SBCC. Sod will be supplied by Contractor.

- Optional and additional services to athletic fields as necessary as directed by SBCC. Optional services include:
  - Infield conditioner spreading
  - Warning track grading
  - Turf reconstruction
  - Replacement of sod where needed

1.11 Lead Supervisor shall meet with SBCC Representatives prior to the commencement of any project. Description of services and details for completion, methodology and any other pertinent information will be discussed.

1.12 Crew Supervision:
It is the responsibility of the Contractor's Lead Supervisor to direct their crew and employees and convey all pertinent information that was expressed prior to work commencement. The SBCC Representative will not be responsible for explaining work to the crew.

SERVICE PERFORMANCE:

2.1 The Contractor(s) shall have full responsibility for systematically and professionally servicing the agreed to areas as requested. Service will be as agreed upon by SBCC and Contractor(s) and proceed in a contiguous manner. If the minimum acceptable performance is not achieved for any area of the project within a reasonable time frame following project completion, additional service shall be the responsibility of the Contractor(s) at no cost to SBCC. A reasonable time frame is dependent upon scope of work and weather conditions.

2.2 SBCC will rely on Contractor(s) to utilize the best, safe and efficient methods for performing services for each of its sites. SBCC is open to work with Contractor(s) to utilize the best possible methods to perform service with as little interference to the site as possible.

2.3 Please note that all methods for performing services shall be approved by SBCC prior to use. Any method deemed unnecessary, inefficient or dangerous to the site shall not be performed at any site.

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SCOPE OF SERVICES, PROPOSAL FORMAT, EVALUATION OF PROPOSALS

2.4 Contractor(s) may also perform these additional miscellaneous services:

- Professional assistance to determine possible solutions to issues with Athletic Fields.
- Provide pricing proposals on athletic field maintenance as requested.

2.5 The Contractor(s) shall immediately notify the SBCC Representative upon discovery of any new or problematic issues. SBCC will be the sole determiner if action is required.

2.6 HERBICIDE/INSECTICIDE/CHEMICAL APPLICATION:
Contractor(s) will be permitted to use herbicides/insecticides/chemicals in certain areas to assist in the performance of services under this RFP. Contractor(s) will be responsible to provide any and all herbicides, insecticides or other chemicals/materials necessary to perform services. Contractor(s) shall ensure that all restricted-use pesticides/herbicides/chemicals will be applied only by employees licensed by the Florida Department of Agriculture and Consumer Services with the appropriate Commercial Applicator License. That license will be a Category 3 Ornamental and Turf Pest Control License. Contractor(s) shall provide copies of these licenses within 24 hours of request. Failure to do so will result in the proposal being considered non-responsive. Furthermore, at no time shall any chemical be applied when any students or staff members are present in the immediate area. Any violation will be cause for immediate termination of contract from site or all sites.

Contractor(s) will be expected to comply with all herbicide/insecticide/chemical labels in its applications. ALL CHEMICALS SHALL BE USED IN ACCORDANCE WITH THEIR LABEL INSTRUCTIONS. Contractors will provide SBCC Representatives with a Material Safety Data Sheet (MSDS) for any chemical they apply, every time they apply it. The Contractor is liable for any penalty, fines, or damages resulting from the misuse of chemicals.

Contractor(s) shall list on the included sheet (Pricing Section D), any chemicals that will have a high usage in the work described herein. Chemical information shall include name, brand name, manufacturer, EPA Registration #, any model or MSDS # applicable and a brief description/purpose of usage. Please note it is not necessary to submit MSDs with RFP for those chemicals listed. Any and all MSDS will be collected from Contractor(s) after award and prior to usage.

Any and all chemicals must be approved by SBCC prior to usage.

While on the job site all chemicals must be kept secured at all times and handled in leak free containers per any and all applicable laws.

The Contractor is responsible for any leaks, spills, environmental damage, or theft of materials from the job site and for reporting quantities to the Florida Department of Environmental Protection in such cases. The Contractor shall be responsible for immediate work stoppage and clean-up operation in the event of any spill of herbicide, petroleum product or other hazardous material. The Contractor shall have on site at all times, appropriate first-aid and spill kit(s).

The Contractor shall properly dispose of chemical containers as set forth in the label instructions and in accordance with applicable federal, state and local requirements.. SBCC dumpsters are not to be utilized at any time during the course of the contract and all empty chemical containers will be removed by Contractor from site.

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At no time will any chemical or spray be permitted to be used around or near playgrounds, playground equipment or on P.E. fields or equipment. Any violation will be cause for immediate termination at site and possible termination from all contracted sites.

Throughout the duration of the contract, it is understood that newly researched chemical products may become available. SBCC may consider these chemicals as they are made available. Contractor(s) shall meet with SBCC to discuss alternate products or new technologies that may increase efficiency, safety and/or be more environmentally safe at any time during the course of the contract. Any new product will be reviewed and either rejected or accepted at SBCC's discretion.

Contractor(s) will be responsible for suppling their personnel with any and all personal protective equipment for their operators. Failure to do so may be grounds for termination of contract.

2.7 ESTIMATES:

At the request of SBCC, Contractor(s) will provide estimates. At the time of the request, an authorized SBCC Representative will contact the awarded Contractor(s) and give a detailed description and further specifications of the project at hand. Contractor shall provide written, "not to exceed" estimates on all services as directed by the SBCC Representative. Contractor(s) should familiarize themselves with the extent of the work for each service/project to be performed and any conditions that may in any manner affect the work to be done and the equipment, materials and labor required. Estimates shall be priced per all pricing submitted under this RFP, to include the labor and itemized material list, number of calendar days required for project completion and lead time before work can commence. Contractor(s) should also include an assessment of any site or additional repairs to larger damaged areas or any other general observation of interest to the SBCC Representative.

After the initial contact by SBCC and response from Contractor(s), a meeting may take place prior to estimate being submitted. A meeting should be scheduled within three (3) to five (5) days from the original response. Written estimates shall be provided within five (5) business days of either the initial contact or any meeting. It shall be the Contractor's responsibility to ensure they have all information to prepare accurate estimates and to respond accordingly to SBCC. All estimates shall be clearly broken down using pricing from this RFP.

Estimates on projects may be utilized to determine if projects are cost effective and fiscally allowable by SBCC. Contractor(s) may expect to submit estimates that may be changed, altered or rejected. When an estimate has been approved, a purchase order will be issued and authorization to commence the project will be given by the SBCC Representative. **No work shall commence without a purchase order and District authorization.**

2.8 SBCC reserves the right to add supplementary specifications to any service(s) that fall under the scope of this RFP. Supplementary specifications may be for larger or special circumstances, at the time of said project. A price may be negotiated at the time if necessary for any supplementary specifications.

2.9 In the event additional work is required outside of an approved or scheduled service or project, the Contractor shall not proceed without the written approval of SBCC. This includes any emergencies that may arise. The Contractor shall be forewarned that only the SBCC Representative may order or approve work to be performed.

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SCOPE OF SERVICES, PROPOSAL FORMAT, EVALUATION OF PROPOSALS

PRICING

A. Standard Services – Fixed Labor Rates:

Contractor(s) are expected to provide a rate for each of the specific services listed below, that shall include all supervision, labor costs, equipment, machinery, insurances, overhead, vehicle use charges, profit, travel time, mileage; and all tools or hand tools normally associated with the trade or industry standard and be exclusive of taxes as well as any other items necessary for the proper execution and completion of any services rendered under this RFP. **No additional charges or hidden costs shall be allotted during the course of the contract.** Contractor(s) shall provide pricing for all items listed below, failure to do so shall be cause for proposal to be deemed non-responsive.

	Service		Cost Per Application	Per
1.	Herbicide Application	Liquid	$ 35.00	Acre
		Granular	$ 35.00	Acre
2.	Insecticide Application	Liquid	$ 35.00	Acre
		Granular	$ 35.00	Acre
3.	Fertilizer Application	Liquid	$ 35.00	Acre
		Granular	$ 35.00	Acre
4.	Fungus / Disease control	Liquid	$ 35.00	Acre
		Granular	$ 40.00	Acre
5.	Aeration – Football Stadium		$ 200	Field
6.	Aeration – Baseball		$ 200	Field
7.	Aeration – Softball		$ 100	Field
8.	Verticutting – Football Stadium		$ 250 verticutt & sweep	Field
	Verticutting – Baseball		$ 250 verticutt & sweep	Field
	Verticutting – Softball		$ 150 verticutt & sweep	Field
	Rototill – Football Stadium		$ 250	Field
	Rototill – Baseball		$ 200 Till & Roll	Field
	Rototill – Softball		$ 200 Till & Roll	Field
	Top Dressing – Football Stadium		$ 700 up to 36 yards of Sand	Field
	Top Dressing – Baseball		$ 700 up to 36 yards of Sand	Field
	Top Dressing – Softball		$ 700 up to 36 yards of Sand	Field
9.	Sod removal / replacement		$ 1.00 419 Bermuda	Square Foot

B. Additional Services – Fixed Labor Rates:

Contractor shall supply hourly labor rates below for any and all **additional services** that are similar in scope and intent of this RFP or for work at the request of SBCC. Rates shall be provided for a Lead Supervisor and technician. All labor rates shall include the use of truck, tools and all other items necessary for satisfactory service.Rates shall be provided for standard business hours (M-F, 7am to 5pm) and non-standard business hours (anytime/day outside of standard business hours). All hourly rates and times shall start on the "job site". Any travel time expenses shall be borne by the Contractor and will not be reimbursed by SBCC.

Trade	Standard Hourly Rate	Non Standard Hourly Rate
Lead Supervisor	$ 100.00	$ 100.00
Technician	$ 50.00	$ 50.00
Other: Labor	$ 25.00	$ 25.00
Other:	$	$

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SCOPE OF SERVICES, PROPOSAL FORMAT, EVALUATION OF PROPOSALS

C. Optional Services - Fixed Labor Rates:

Contractor(s) may provide a rate for each of the optional specific services listed herein, that shall include all supervision, labor costs, equipment, machinery, insurances, overhead, vehicle use charges, profit, travel time, mileage; and all tools, or hand tools normally associated with the trade or industry standard and be exclusive of taxes as well as any other items necessary for the proper execution and completion of any services rendered under this RFP. **No additional charges or hidden costs shall be allotted during the course of the contract.**

	Service	Cost	Per
	Warning track grading	$ 0.015	Square Foot
	Infield Conditioner spreading	$ 0.015	Square Foot
	Rye seed spreading	$ 35.00	Acre
	Rye Grass removal	$ 25.00 (Chemical removal)	Acre

D. Chemicals/Materials/Sand/Seed/Infield Conditioner:

Any and all chemicals, materials, sand, seeds or conditioners directly related to the services described herein shall be noted below unless otherwise noted in this RFP. Please list any below that may have high usage under this RFP, along with the markup percentage. Chemical pricing is per pound for granular and per gallon for liquid. Sand, seed and infield conditioner pricing is per 50lb bag.

Name	Brand	Manufacturer	EPA#	MSDS#	Usage	Price
Rye Seed	Sunbird	Pitch Seed	N/A	N/A	Fluxible	10 % above cost
Infield conditioner	Diamond Pro	Diamond Pro	N/A	N/A	Moderate/High	10 % above cost
Green Dirt Sand	Diamond Pro	Diamond Pro	N/A	N/A	Low	10 % above cost
Dismiss NXT	Dismiss NXT	FMC	279-3383	62645-2-A	Herbicide/Medium	2 % above cost
Drive XLRB	Drive XLRB	BASF	7969-272	30391662-1	Herbicide/Medium	2 % above cost
Celsius	Celsius	Bayer	432-1507	102000022358	Herbicide/Medium	2 % above cost
Pendulum	Pendulum	BASF	241-341	18491B	Herbicide/Medium	2 % above cost
Barricade	Barricade	Syngenta	100-1139	100-1139	Herbicide/Medium	2 % above cost
Specticle	Specticle	Bayer	432-1605	102000029951	Herbicide/Low	2 % above cost
Talstar	Talstar	Lesco/TLS	279-NX1	1349-A	Insecticide/Medium	2 % above cost
Merit	Merit	Bayer	432-1422-200	ADAMA-145	Insecticide/Medium	2 % above cost
21-0-0	Howard Fertilize		N/A	N/A	Fertilizer/High	2 % above cost
25-0-11	Turf Fuel		N/A	N/A	Fertilizer/Medium	2 % above cost

Company Name: Ryan Pro Inc.

Authorized Signature: [signature]

Print Name: W. Kyle Hutchings

Date: 9-18-20

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AGROW PRO, INC.
1339 Kavie Court, Green Cove Springs, FL 32043

Available Discounts & Guarantees :

Agrow Pro if awarded is prepared to provide each Clay County High School with an annual $200 credit towards the tractor work of their choice as listed in this RFP. These services include but are not necessarily limited to, Aeration, verticutting, topdressing, and roto tilling. The $200 dollar credit must be used every year and does not accrue. This offer is made with no minimum requirements or expectations. We know that any money saved on field maintenance can be put back into further improvement of the educational and athletic experience of each of our Clay County Student Athletes.

Our Guarantee is that we will stop at nothing to ensure each individual school and field is cared for to the maximum that their budget will support. As part of this we make a pledge to respond to any need for service in 24 business hours. We will always put the interest of our customers first, whether that's providing first class service, or going above and beyond on each jobsite to maximize each application.

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SCOPE OF SERVICES, PROPOSAL FORMAT, EVALUATION OF PROPOSALS

PROPOSAL FORMAT

Timetable - Please make sure you can accommodate the following timetable.

August 11, 2020 at 10 AM	RFP Released
September 1, 2020 by 2 PM	RFP Questions by Email Due
September 8, 2020	Addendum Regarding Questions Posted (if Applicable)
September 22, 2020 by 2 PM	Proposals Due
October 13-16, 2020	Finalist Interviews (if Applicable)
November 3, 2020	Award Notification Posted On or About
December 3, 2020	Board Approval

Proposers should provide their best offer with the initial proposal since the District reserves the right to award a contract based on initial Proposal without any further negotiations.

Contractors are given wide latitude in the degree of detail they offer in their Proposal, including the extent to which they describe their corporate capability and how their firm engages in services that meet the objectives of the District. There is no limit on the number of pages; however, Proposers should prepare their Proposal simply and economically, providing a straightforward and concise description of their ability to satisfy the requirements of the RFP. Proposals that are of excessive length, contain a preponderance of boilerplate text, or are redundant are discouraged. Emphasis in each Proposal should be on completeness, clarity of content and address all required components in the order given in this RFP. Failure of a Contractor to provide the appropriate information or materials in response to each stated requirement or request for information may result in lower scores during the evaluation process. The aim of the required format is to simplify the proposal preparation and evaluation process and to ensure that all proposals receive the same orderly review. All proposals should include the following components:

Cover Letter - Provide a one-or two-page cover letter. Include one original signed cover letter with the original proposal and a copy of the cover letter with each copy of the proposal. The cover letter should provide the following:

- A brief statement of the Contractor's understanding of the services to be provided.
- The name(s), title(s), phone number(s), fax number(s), e-mail address(es), and street address(es) of the person(s) in the organization who will be the client services' manager who will be responsible for coordinating all services.
- Highlights of the Contractor's qualifications and ability to perform the requested services.
- Specify the level of capability, financial stability, material equipment, facilities, personnel, resources, experience knowledge and expertise, or demonstrate ability to obtain any of these, necessary to meet contractual requirements.
- Indicate whether the Contractor has a satisfactory record of performance on similar projects.
- The Contractor shall supply information that is fully responsive to the RFP, including, but not limited to, provision of any required license, permits, insurance, price sheets and organizational papers.
- Specify the level of work experience especially as it relates to proposed Scope of Services noted in RFP.
- Indicate whether Contractor has ever had a contract/agreement/business relationship terminated/cancelled/suspended. If so, what were the reasons, and what was the ultimate outcome?

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SCOPE OF SERVICES, PROPOSAL FORMAT, EVALUATION OF PROPOSALS

- Indicate whether Contractor has ever filed a Bid/RFP/RFQ protest. If so, what were the reasons, and what was the ultimate outcome?
- Indicate whether Contractor has ever filed an administrative or judicial action with any State agency or Stat court. If so, what were the grounds/reasons, and what was the ultimate outcome?

Section 1: Familiarity and Experience within the Scope of Services – This section should address how the Contractor can provide the requested services as outlined in this RFP. If the Contractor is not able to provide a requested service, please respond accordingly. Contractor should also showcase an example of services your company has successfully provided, preferably with a School District/Governmental Entity that is similar in size to the SBCC.

Section 2: Company Qualifications – Contractor should provide the following information, at a minimum, about your company:

- Introduction to the company, providing (a) background information; (b) # of technicians; (c) summary of applicable equipment and material.
- Summary resumes of key personnel who will be assigned to the SBCC.

Section 3: Pricing – Using the Pricing Tables (pgs 15--17), provide the pricing and fees associated with Contractor's services.

- Please describe any other available discounts or guarantees.

Section 4: References – Include: Client name, location, length of relationship, contact person, and phone number.

- Please provide a list of 3 current references of clients of similar size to that of the District (preferably in the greater North Central Florida area).
- Please provide a list of 3 former clients who have discontinued your services within the last two years, including contact name and phone number.

Section 5: Completed original RFP required documents to include all Attachments/Exhibits

EVALUATION OF PROPOSALS - Proposals will be evaluated in accordance with the following Evaluation Criteria: Familiarity and Experience within the Scope of Services, Staff Qualifications, Pricing, References, and RFP Documentation. Proposals will be reviewed by an Audit Committee.

Final team rankings will be summarized, Award Notification Posted, Written Contract negotiated, and finalized with Board approval.

The SBCC may elect to conduct oral interviews or presentations from one or more of the proposal respondents. If the SBCC elects to conduct oral presentations or interviews, such presentations or interviews will be conducted in accordance with Florida Sunshine Laws.

Selected firms will be notified if presentations/interviews are required. The SBCC desires to avoid the expense to all parties of unnecessary presentations. The evaluation team will make every reasonable effort to make recommendations based upon the written submittals alone. If a single number one ranked firm cannot be clearly determined, then the evaluation team shall request the Purchasing Supervisor to set-up the top ranked firms for presentations/interviews.

The SBCC intends to select a Contractor that demonstrates, in the District's opinion, the highest degree of compliance with the criteria specified herein..

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SCOPE OF SERVICES, PROPOSAL FORMAT, EVALUATION OF PROPOSALS

Definitions of Evaluation Criteria for Ranking of Proposals for RFP 20-MA-319

A. Familiarity and Experience within the Scope of Services (0-40 points).
   - Should address scope of services requested and any additional services the Contractor will provide.

B. Staff Qualifications (0-15 points).
   - The proposal will be evaluated on the consultant's demonstrated staff qualifications.

C. Pricing (0-20 points).

D. References (0-15).
   - Provide a minimum of 3 current and 3 prior references (maximum of 5 allowed).

E. RFP Documents (0-10).
   - Completed original RFP required documents to include all Attachments/Exhibits.

EVALUATION RANKING SHEET FOR RFP #20-MA-319
ATHLETIC FIELD MAINTENANCE SERVICES – COUNTY WIDE

SCHOOL BOARD OF CLAY COUNTY, FLORIDA DATE:_____
CRITERIA FOR RANKING RFP 20-MA-319

VENDOR	A. FAMILIARITY AND EXPERIENCE WITHIN SCOPE OF SERVICES 0 TO 40	B. FIRM/STAFF QUALIFICATIONS 0 TO 15	C. PRICING 0 TO 20	D. REFERENCES 0 TO 15	E. RFP DOCUMENTS 0 TO 10	TOTALS

SIGNATURE OF RATER:_____

PRINT NAME: _____

DATE:_____

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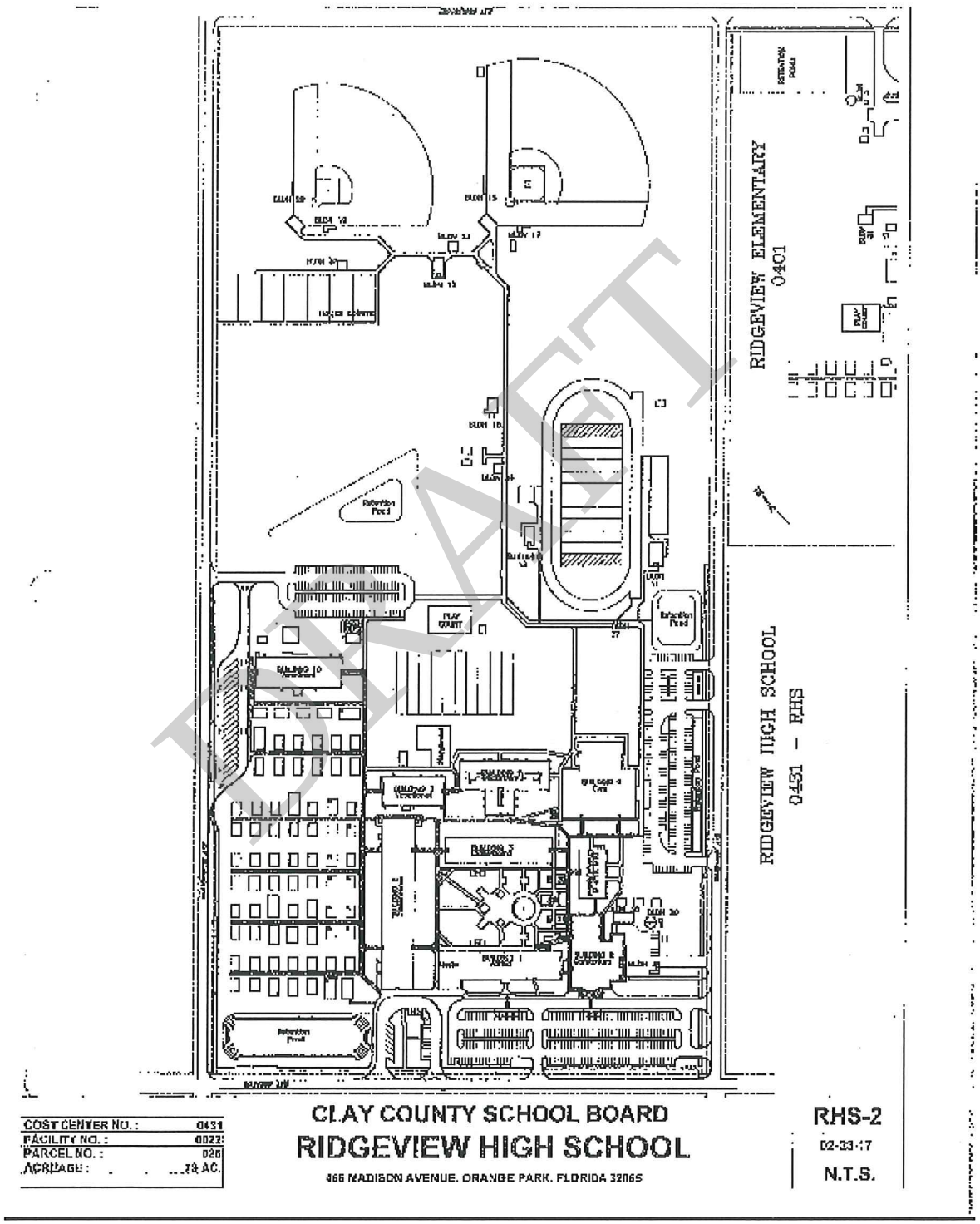
Appendix A – (2 pages)
School/Facility Addresses

Junior High	**Address**
Green Cove Springs Junior	1220 Bonaventure Avenue, Green Cove Springs, FL 32043
Lake Asbury Junior	2851 Sandridge Road, Green Cove Springs, FL 32043
Lakeside Junior	2750 Moody Avenue, Orange Park, FL 32073
Oakleaf Junior	4085 Plantation Oaks Blvd., Orange Park, FL 32065
Orange Park Junior	1500 Gano Avenue, Orange Park , FL 32073
Wilkinson Junior	5025 County Road 218, Middleburg, FL 32068
High Schools	**Address**
Clay High	2025 State Road 16 West, Green Cove Springs, FL 32043
Fleming Island High	2233 Village Square Parkway, Fleming Island, FL 32003
Keystone Heights High	900 Orchid Avenue, Keystone Heights, FL 32656
Middleburg High	3750 County Road 220, Middleburg, FL 32068
Oakleaf High	4035 Plantation Oaks Blvd., Orange Park, FL 32065
Orange Park High	2300 Kingsley Avenue, Orange Park, FL 32073
Ridgeview High	466 Madison Avenue, Orange Park, FL 32065

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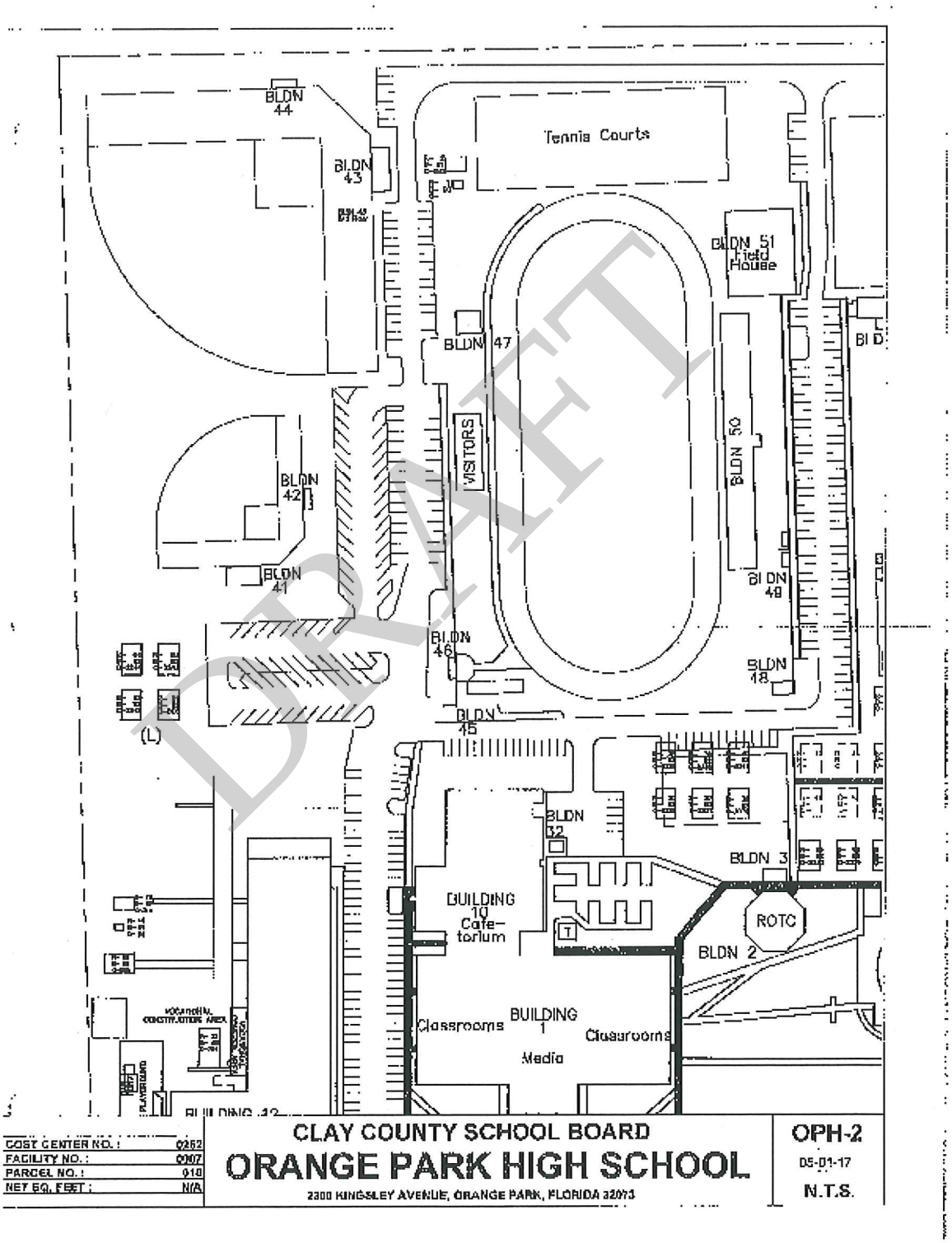
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Appendix B - (13 maps)
School Maps



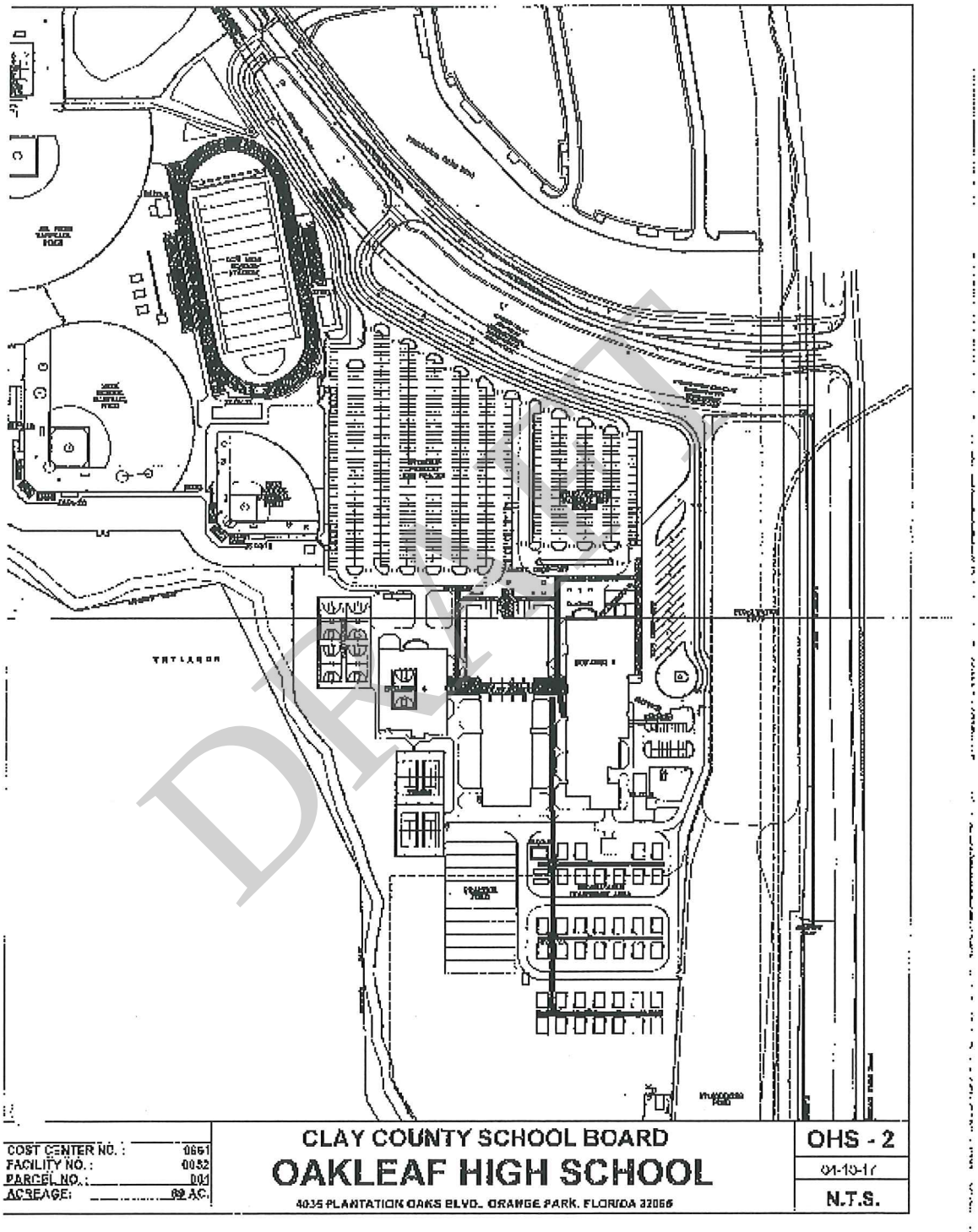
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School Maps



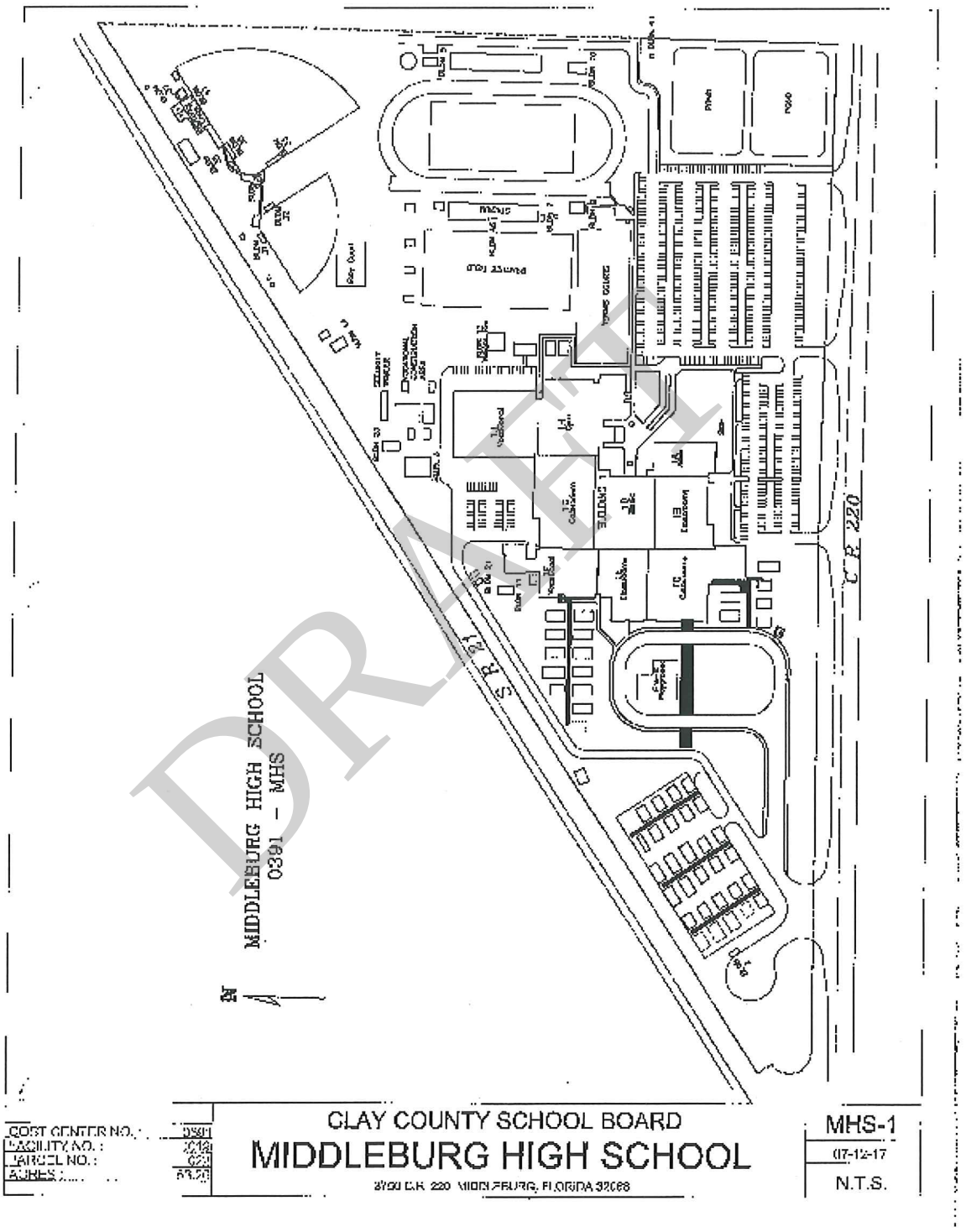
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School Maps

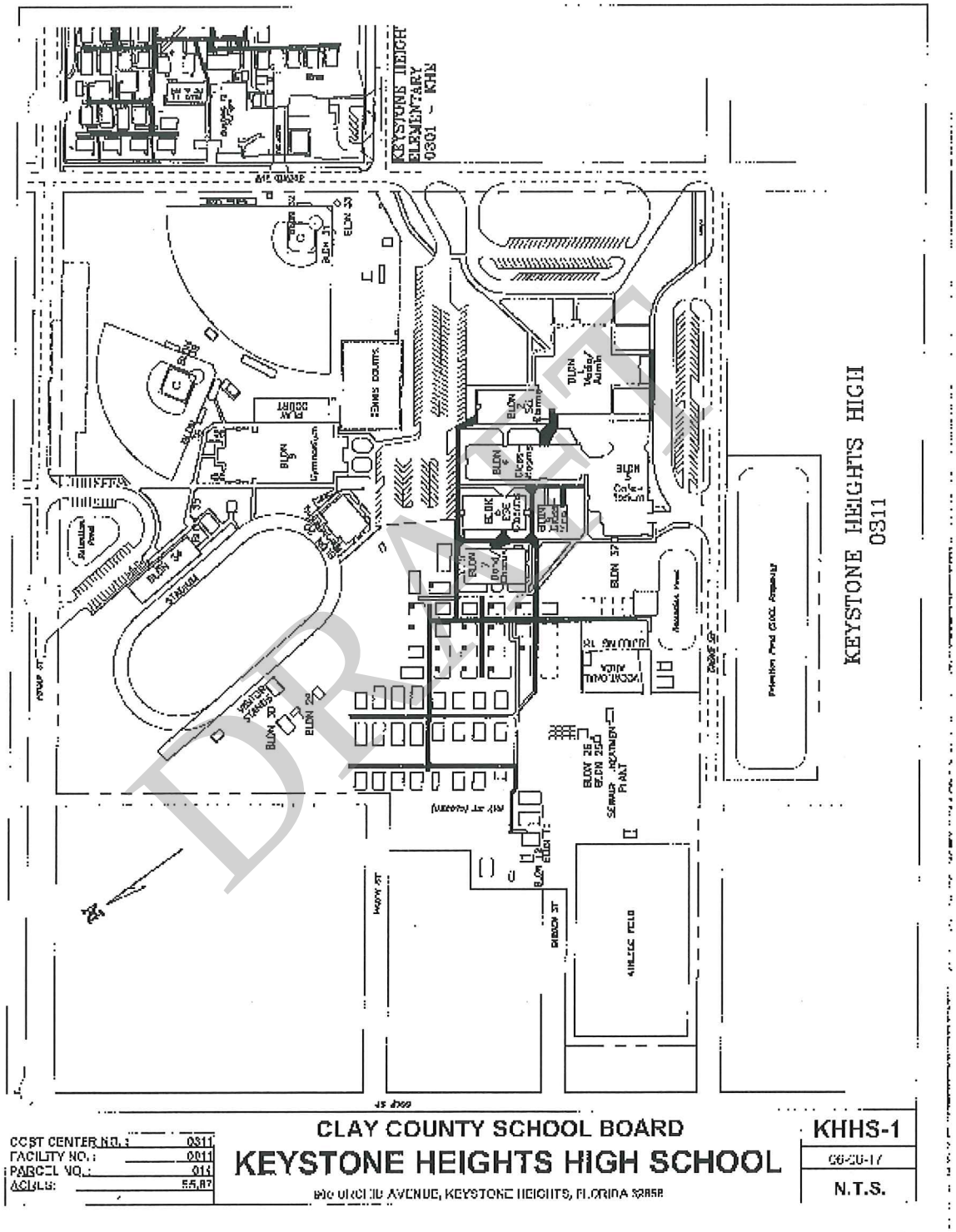


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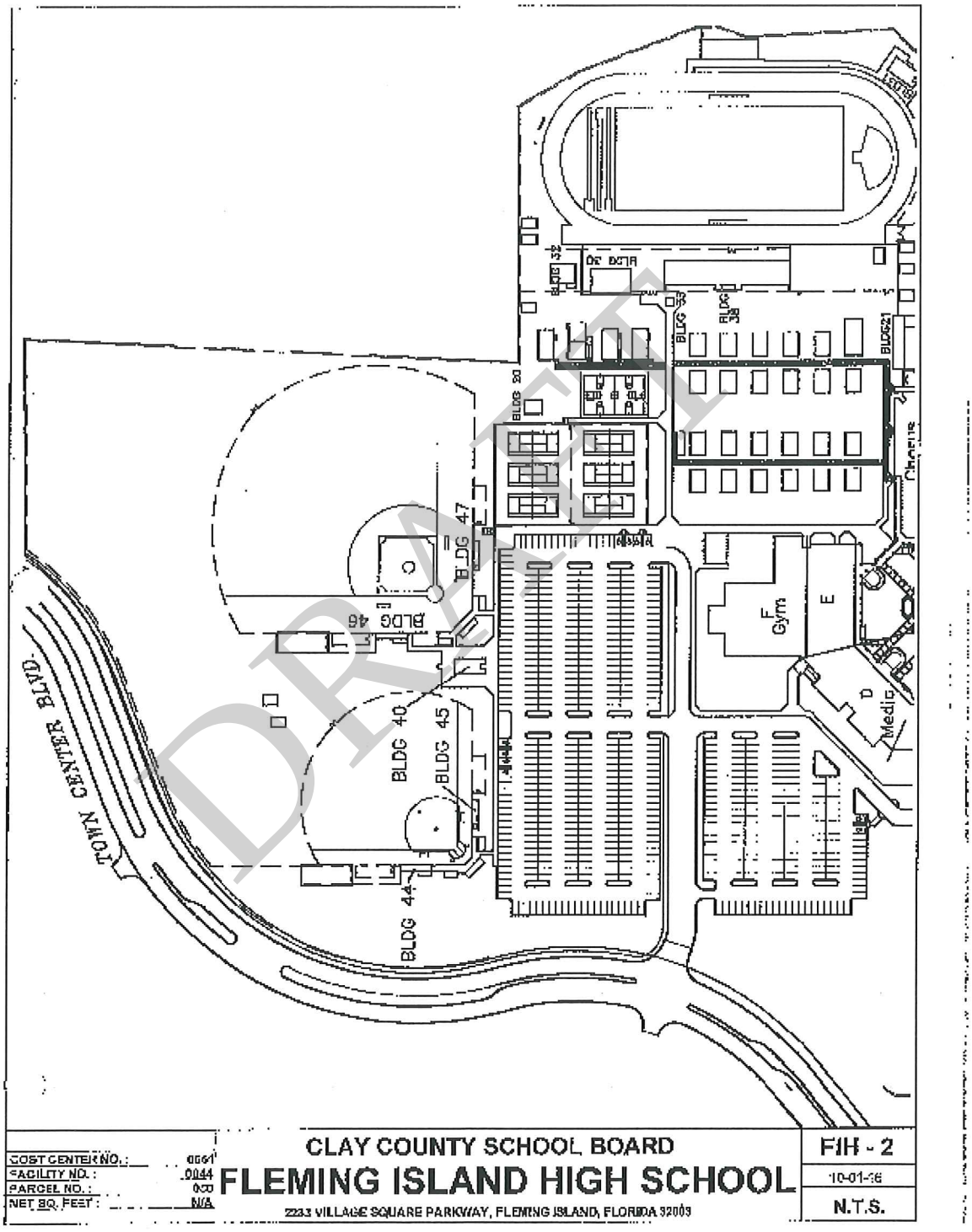
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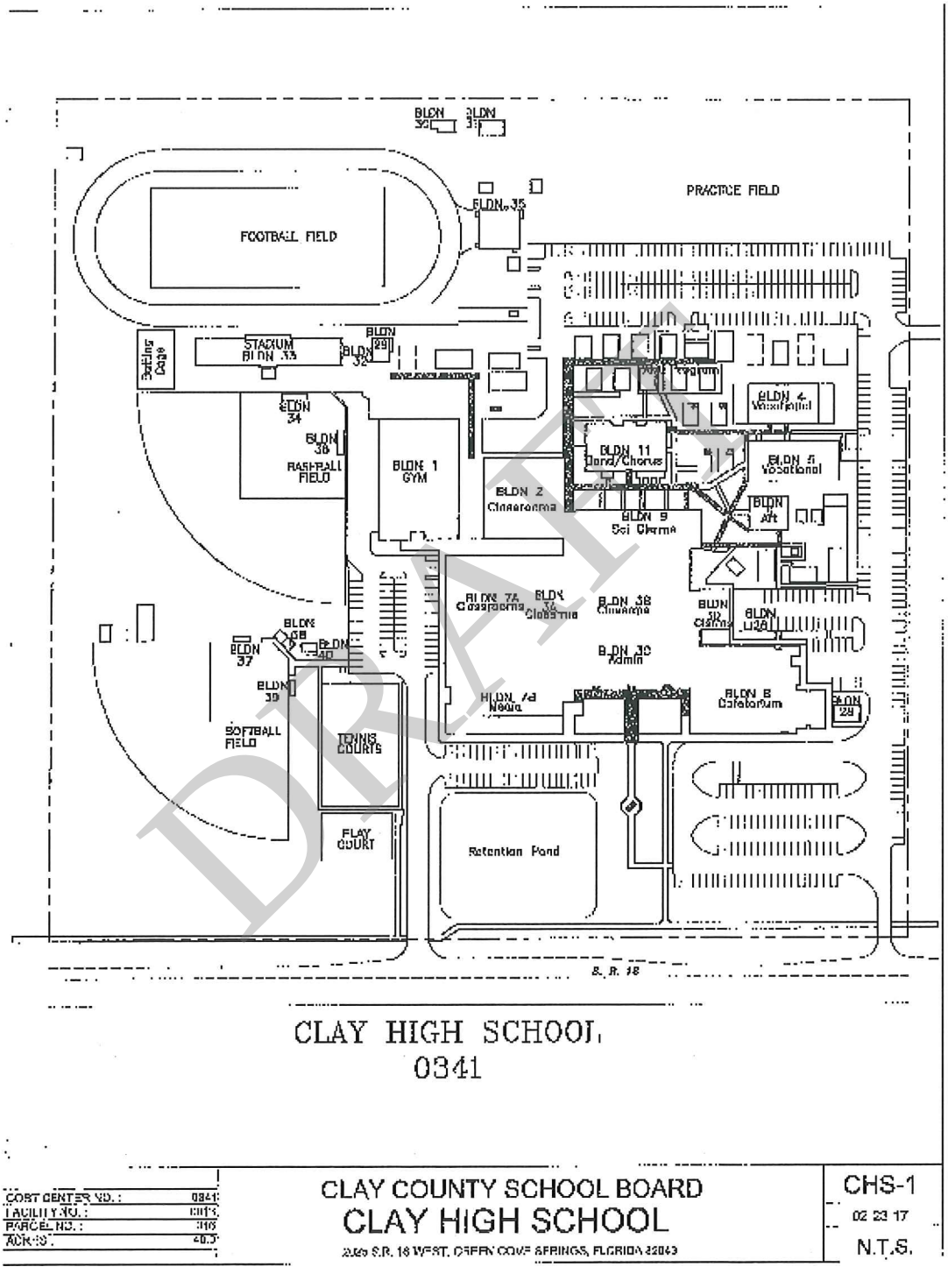


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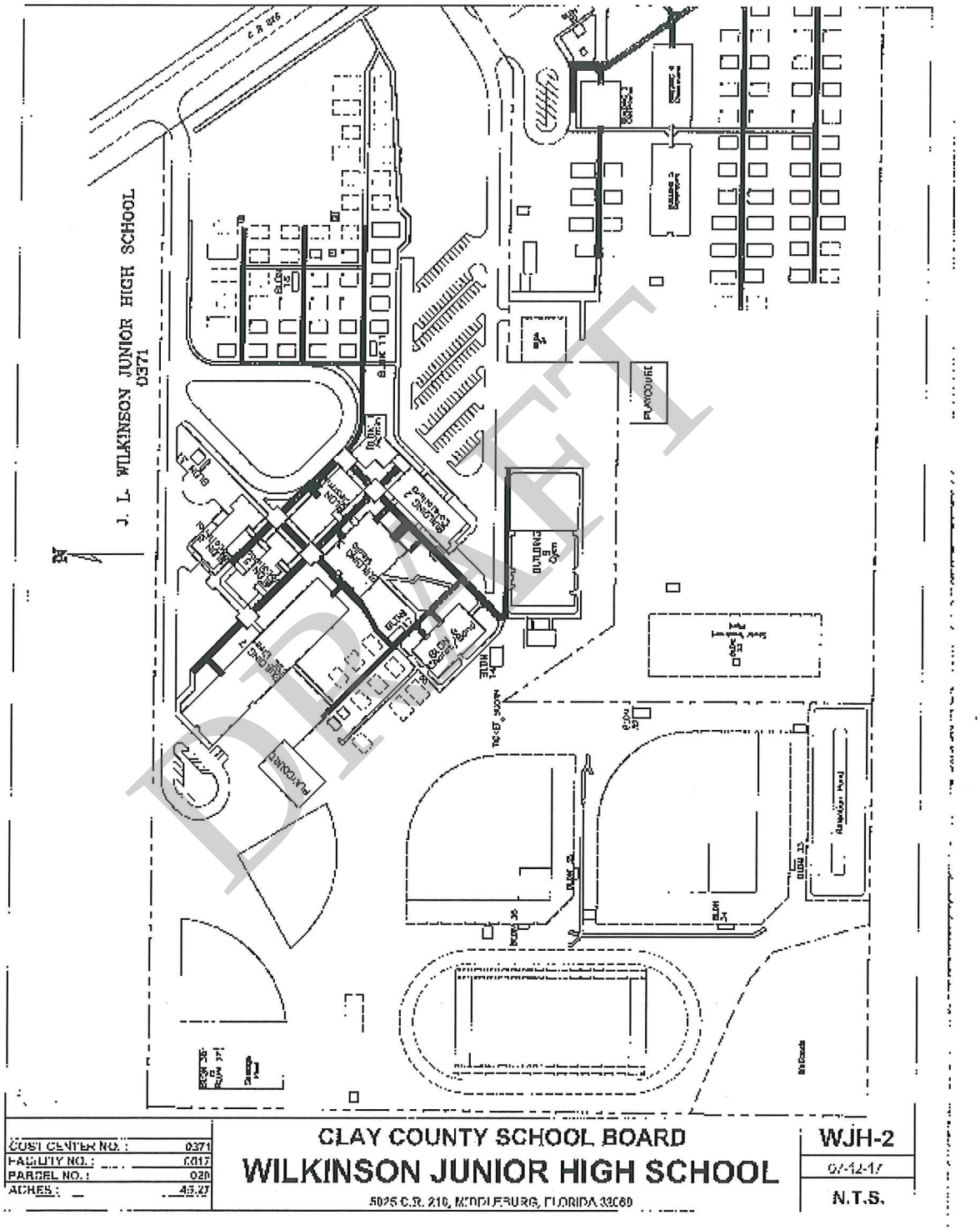
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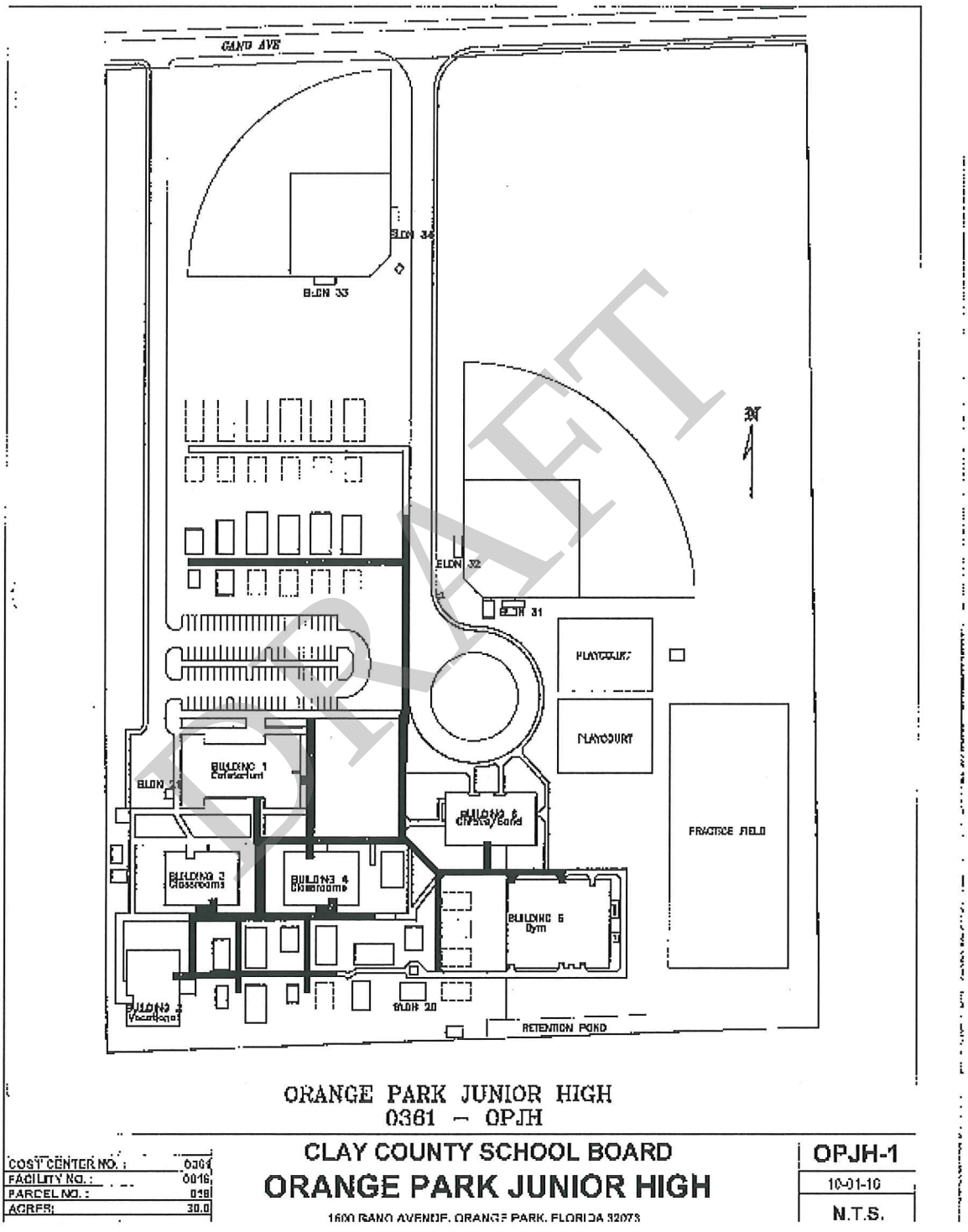
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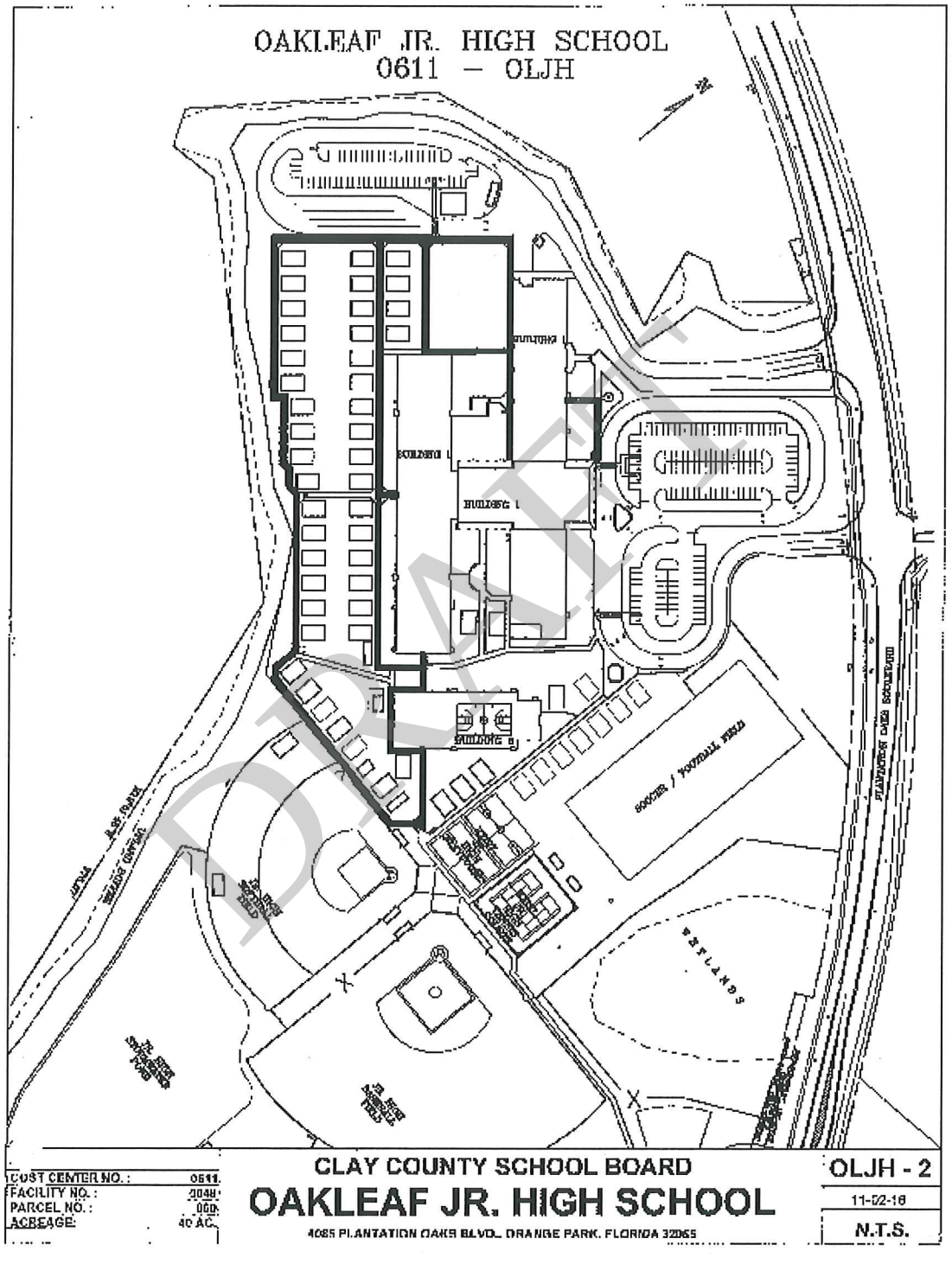
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School Maps



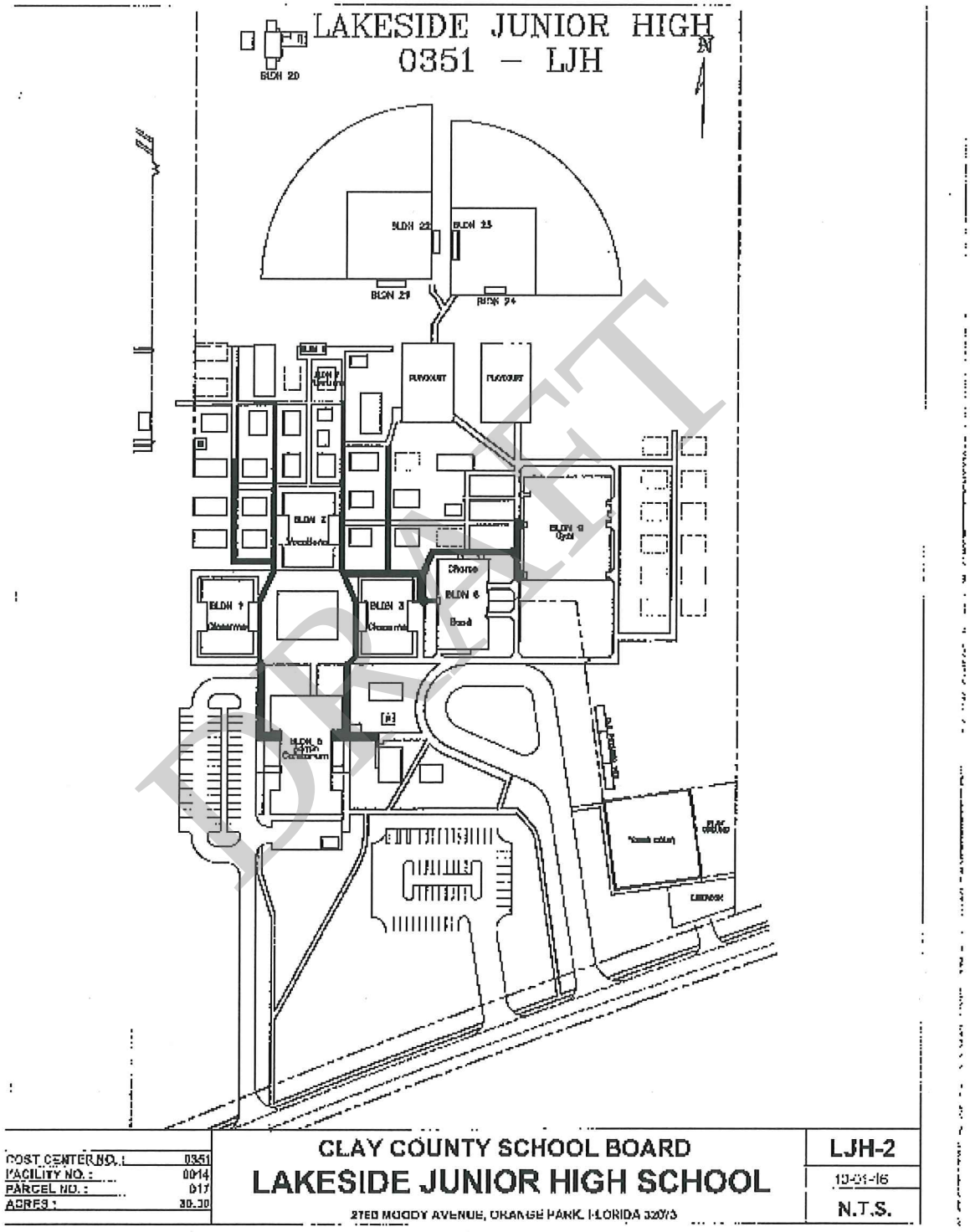
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Appendix B - (13 maps)
School Maps



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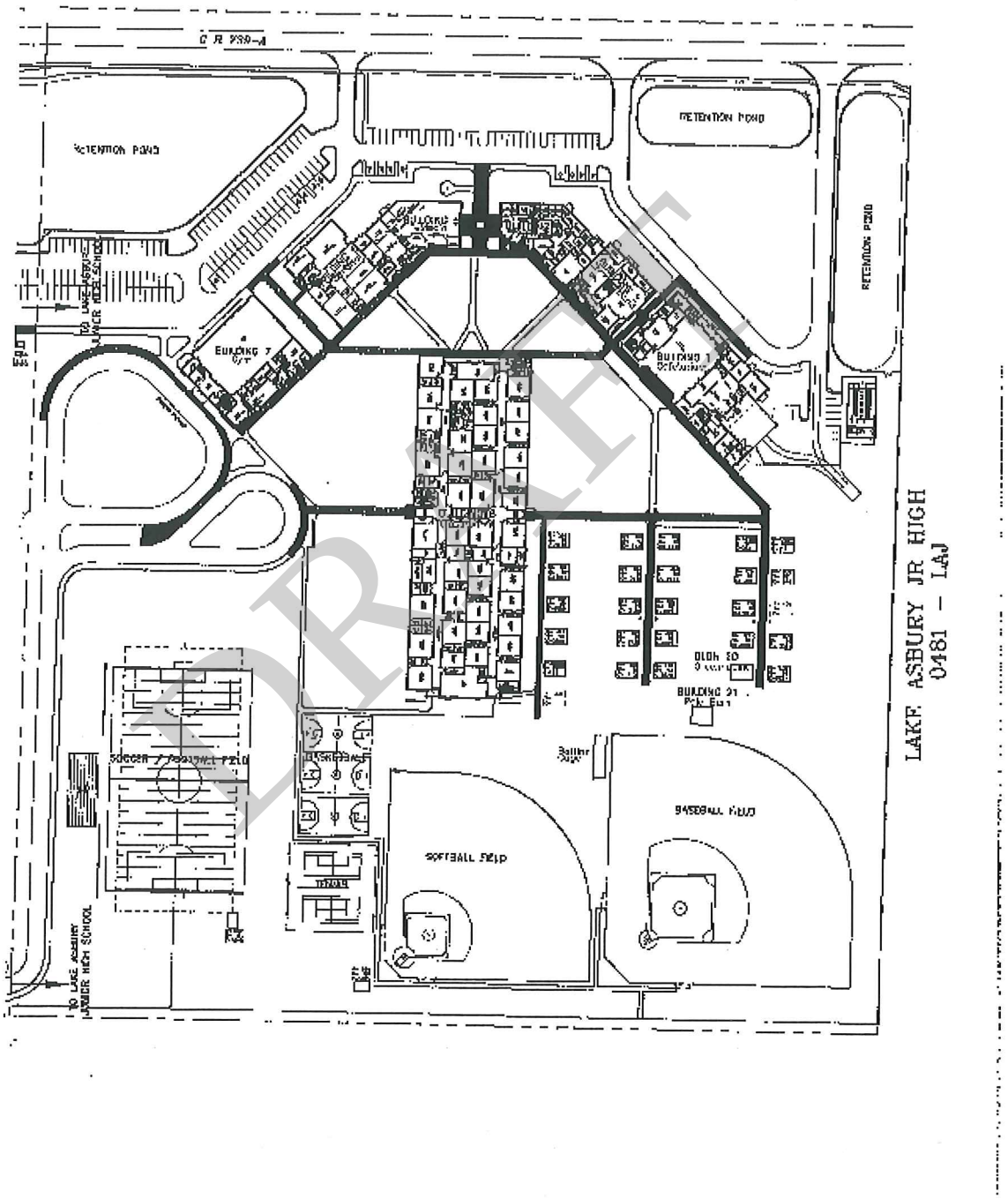
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School Maps



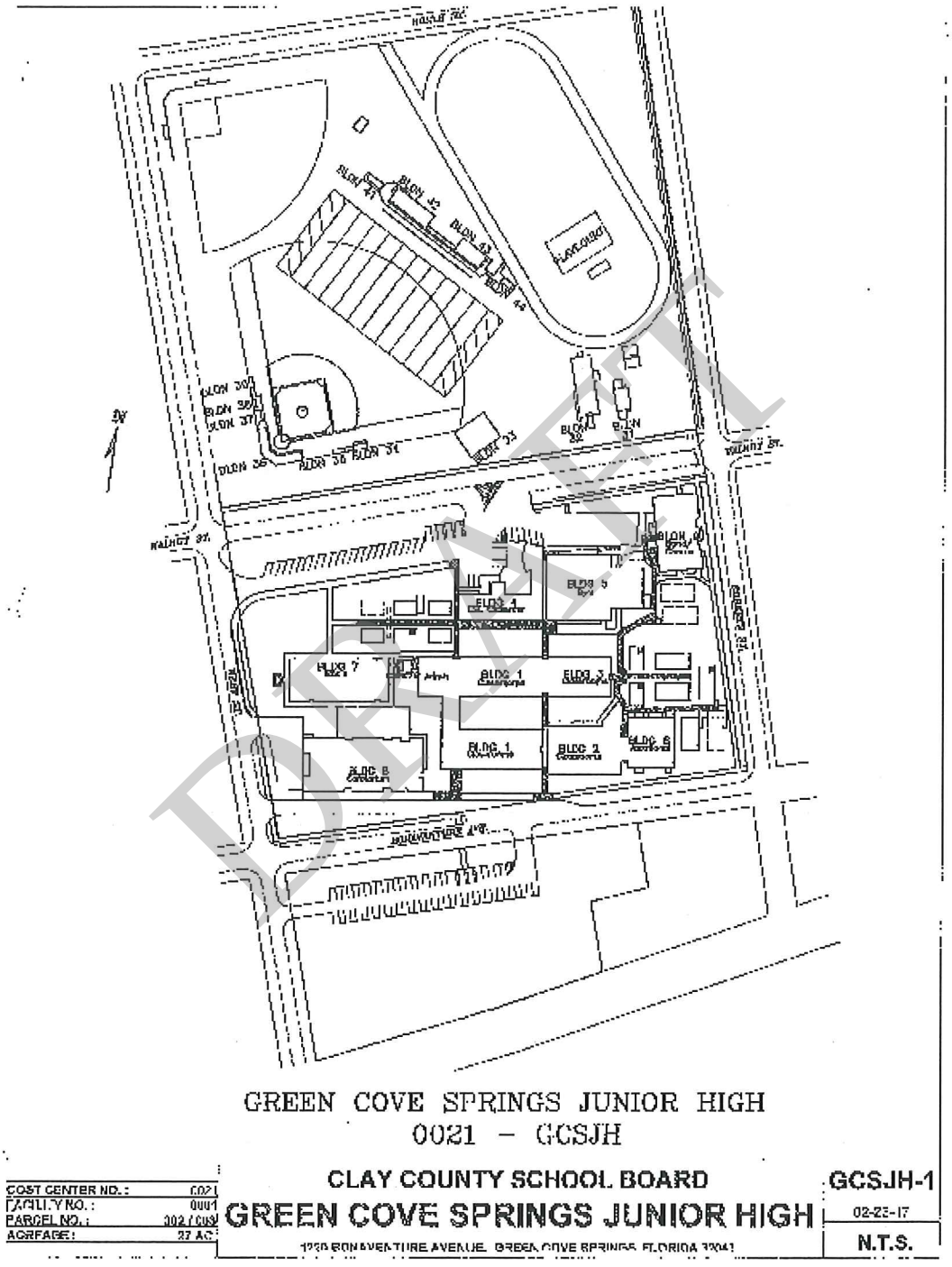
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Appendix B - (13 maps)
School Maps



Appendix B - (13 maps)
School Maps



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ATTACHMENT 1
DISCLOSURE OF POTENTIAL CONFLICT OF INTEREST AND CONFLICTING EMPLOYMENT OR CONTRACTUAL RELATIONSHIP

Section 112.313 (3) and (7), Florida Statutes, sets forth restrictions on the ability of SBCC employees acting in a private capacity to rent, lease, or sell any realty, goods or services to SBCC. It also places restrictions on SBCC employees concerning outside employment or contractual relationships with any business entity which is doing business with SBCC.

Contractor must disclose in its RFP, the names of any employees who are employed by Contractor who are also an employees of SBCC. Persons identified below may have obligations and restrictions applicable to them under Chapter 112, Florida Statutes.

Name of Employee	SBCC Title or Position of Employee	SBCC Department/ School of Employee

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Check one of the following and sign:

☑ I hereby affirm that there are no known persons employed by Contractor who are also an employee of SBCC.

☐ I hereby affirm that all known persons who are employed by Contractor who are also an employee of SBCC have been identified above.

Signature

Agrow Pro Inc

Company Name

ATTACHMENT 2
CERTIFICATION REGARDING NON-DISCRIMINATION

THE UNDERSIGNED ASSURES THAT IT SHALL COMPLY WITH:

A. TITLE VI OF THE CIVIL RIGHTS ACT OF 1964, AS AMENDED, 42 U.S.C. 2000d ET SEQ., WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF RACE, COLOR, OR NATIONAL ORIGIN.

B. SECTION 504 OF THE REHABILITATION ACT OF 1973, AS AMENDED, 20 U.S.C. 794, WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF HANDICAP.

C. TITLE IV OF THE EDUCATION AMENDMENTS OF 1972, AS AMENDED, 20 U.S.C. 1681 ET SEQ., WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF SEX.

D. THE AGE DISCRIMINATION ACT OF 1975, AS AMENDED, 42 U.S.C. 6101 ET SEQ., WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF AGE.

E. SECTION 654 OF THE OMNIBUS BUDGET RECONCILIATION ACT OF 1981, AS AMENDED, 42 U.S.C. 9849, WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF RACE, CREED, COLOR, NATIONAL ORIGIN, SEX, HANDICAP, POLITICAL AFFILIATION OR BELIEFS.

F. THE AMERICANS WITH DISABILITIES ACT OF 1990, P.L. 101-336, WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF DISABILITY AND REQUIRES REASONABLE ACCOMMODATION FOR PERSON WITH DISABILITIES.

G. ALL REGULATIONS, GUIDELINES, AND STANDARDS AS ARE NOW OR MAY BE LAWFULLY ADOPTED UNDER THE ABOVE STATUTES.

THE CONTRACTOR AGREES THAT COMPLIANCE WITH THIS ASSURANCE CONSTITUTES A CONDITION OF RECEIVING PAYMENTS UNDER THIS CONTRACT/PURCHASE ORDER AND THAT IT IS BINDING UPON THE CONTRACTOR FOR THE PERIOD DURING WHICH SERVICES/PRODUCTS ARE PROVIDED.

CONTRACTOR NAME: Agrowo Pro Inc.

AUTHORIZED CONTRACTOR REPRESENTATIVE SIGNATURE:

W. Kyle Hutchings
(Printed Name)

(Signature)

Pres / CEO
(Title)

9-18-20
(Date)

DRAFT

ATTACHMENT 3
CERTIFICATION REGARDING LOBBYING

CERTIFICATION FOR CONTRACTS, GRANTS, LOANS AND COOPERATIVE AGREEMENTS

THE UNDERSIGNED CERTIFIES, TO THE BEST OF HIS OR HER KNOWLEDGE AND BELIEF, THAT:

1. NO FEDERAL APPROPRIATED FUNDS HAVE BEEN PAID OR SHALL BE PAID BY OR ON BEHALF OF THE UNDERSIGNED, TO ANY PERSON FOR INFLUENCING OR ATTEMPTING TO INFLUENCE AN OFFICER OR EMPLOYEE OF ANY AGENCY, A MEMBER OF CONGRESS, AN OFFICER OR EMPLOYEE OF CONGRESS, OR AN EMPLOYEE OF A MEMBER OF CONGRESS IN CONNECTION WITH THE AWARDING OF ANY FEDERAL CONTRACT, THE MAKING OF ANY FEDERAL GRANT, THE MAKING OF ANY FEDERAL LOAN, THE ENTERING INTO OF ANY COOPERATIVE AGREEMENT, AND THE EXTENSION, CONTINUATION, RENEWAL, AMENDMENT, OR MODIFICATION OF ANY FEDERAL CONTRACT, GRANT, LOAN OR COOPERATIVE AGREEMENT.

2. IF ANY FUNDS OTHER THAN FEDERAL APPROPRIATED FUNDS HAVE BEEN PAID OR SHALL BE PAID TO ANY PERSON FOR INFLUENCING OR ATTEMPTING TO INFLUENCE AN OFFICER OR EMPLOYEE OF ANY AGENCY, A MEMBER OF CONGRESS, AN OFFICER OR EMPLOYEE OF CONGRESS, OR AN EMPLOYEE OF A MEMBER OF CONGRESS IN CONNECTION WITH THIS FEDERAL CONTRACT, GRANT, LOAN, OR COOPERATIVE AGREEMENT, THE UNDERSIGNED SHALL COMPLETE AND SUBMIT STANDARD FORM-LLL, "DISCLOSURE FORM TO REPORT LOBBYING," IN ACCORDANCE WITH ITS INSTRUCTIONS.

3. THE UNDERSIGNED SHALL REQUIRE THAT THE LANGUAGE OF THIS CERTIFICATION BE INCLUDED IN THE AWARD DOCUMENTS FOR ALL SUB-AWARDS AT ALL TIERS (INCLUDING SUBCONTRACTS, SUB-GRANTS AND CONTRACT UNDER GRANTS, LOANS, AND COOPERATIVE AGREEMENTS) AND THAT ALL SUB-RECIPIENTS SHALL CERTIFY AND DISCLOSE ACCORDINGLY.

THIS CERTIFICATION IS MATERIAL REPRESENTATION OF FACT UPON WHICH RELIANCE WAS PLACED WHEN THIS TRANSACTION WAS MADE OR ENTERED INTO. SUBMISSION OF THIS CERTIFICATION IS A PREREQUISITE FOR MAKING OR ENTERING INTO THIS TRANSACTION IMPOSED BY SECTION 1352, TITLE 31, and U. S. CODE. ANY PERSON WHO FAILS TO FILE THE REQUIRED CERTIFICATION SHALL BE SUBJECT TO CIVIL PENALTY OF NOT LESS THAN $10,000 AND NOT MORE THAN $100,000 FOR EACH SUCH FAILURE.

DRAFT

_____ 9-18-20

AUTHORIZED SIGNATURE OF CONTRACTOR **DATE**

ATTACHMENT 4

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION - LOWER TIER COVERED TRANSACTIONS

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion - Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-Procurement List.

Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

DRAFT

Instructions for Certification:

The prospective lower tier participant certifies, by submission of this proposal that neither it nor its principals are:

presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency;

have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in performing a public (federal, state or local) transaction or contract under a public transaction; or for violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements or receiving stolen property;

are not presently indicted for or otherwise criminally or civilly charged by a government entity (federal, state or local) with commission of the offenses enumerated in this certification; or

(d) have not within a three-year period preceding this application had one or more public transaction (federal, state or local) terminated for cause or default.

Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Contractor: Agrow Pro Inc

W. Kyle Hutchings
Printed Name

Pres/CEO
Title of Authorized Representative

Signature: [signature]

Date: 9-18-20

ATTACHMENT 5
DRUG-FREE WORKPLACE CERTIFICATION

Preference shall be given to Contractors submitting a certification with their proposal certifying they have a drug-free workplace in accordance with Section 287.087, Florida Statutes, as currently enacted or as amended from time to time.

IDENTICAL TIE RFP – Preference shall be given to businesses with drug-free workplace programs. Whenever two or more RFPs, which are equal with respect to price, quality, and service, are received by the State or by any political subdivision for the procurement of commodities or contractual services, a RFP received from a business that certifies that it has implemented a drug-free workplace program shall be given preference in the award process. Established procedure for processing tie RFPs shall be followed if none of the tied Contractors have a drug-free workplace program, a business shall:

1. Publish a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace and specifying the actions what shall be taken against employee for violations of such prohibition.

2. Inform employees about the dangers of drug abuse in the workplace, the business's policy of maintaining a drug-free workplace, any available drug counseling, rehabilitation, and employee assistance programs, and the penalties that may be imposed upon employees for drug abuse violations.

3. Give each employee engaged in providing the commodities or contractual services that are under RFP a copy of the statement specified in subsection (1).

4. In the statement specified in subsection (1), notify the employees that, as a condition of working on the commodities or contractual services that are under, the employee shall abide by the terms of the statement and shall notify the employer of any conviction of, or plea of guilty or nolo contendero to, any violation of Chapter 893 or of any controlled substance law of the United States or any state, for a violation occurring in the workplace no later than five (5) days after such conviction.

5. Impose a sanction on, or require the satisfactory participation in a drug abuse assistance or rehabilitation program if such is available in the employee's community, by any employee who is so convicted.

6. Make a good faith effort to continue to maintain a drug-free workplace through implementation of this section.

As the person authorized to sign the statement, I certify that this firm complies fully with the above requirements.

COMPANY NAME: Agrow Pro Inc

CONTRACTOR'S SIGNATURE: _____

DRAFT

ATTACHMENT 6
STATEMENT OF PRINCIPAL PLACE OF BUSINESS

(To be completed by each Contractor)

Name of Contractor: Agnow Pro Inc

Identify the state in which the Contractor has their principal place of business: Florida

Identify the political subdivision (outside of Florida) in which Contractor has its principal place of business:

_____

OPINION OF OUT-OF-STATE CONTRACTOR'S ATTORNEY ON BIDDING PREFERENCES

(To be completed by the Attorney for any Out-of-State Contractor)

NOTICE: Section 287.084.(2), Fla. Stat., provides that "A Contractor whose principal place of business is outside this state must accompany any written bid, proposal, or reply documents with a written opinion of any attorney at law licensed to practice law in that foreign state, as to the preferences, if any or non, granted by the law of the state [or political subdivision thereof] to its own business entities whose principal places of business are in that foreign state in the letting of any or all public contract." See also: Section 287.084(1), Fla. Stat.

LEGAL OPINION ABOUT STATE BIDDING PREFERENCES

(Please Select One)

_____ The Contractor's principal place of business is in the State of _____ and it is my legal opinion that the laws of that sate **do not grant a preference** in the letting of any or all public contracts to business entities whose principal places of business are in that state.

_____ The Contractor's principal place of business is in the State of _____ and it is my legal opinion that the laws of that state **grant the following preference(s)** in the letting of any public contracts to business entities whose principal places of business are in that state. [Please describe applicable preference(s) and identify applicable state law(s)]

_____

_____

LEGAL OPINION ABOUT POLITICAL SUBDIVISION BIDDING PREFERENCES

(Please Select One)

_____ The Contractor's principal place of business is in the political subdivision of _____ and it is my legal opinion that the laws of that political subdivision **do not grant a preference** in the letting of any or all public contracts to business entities whose principal places of business are in the political subdivision.

_____ The Contracctor's principal place of business is in the political subdivision of _____ and it is my legal opinion that the laws of that political subdivision **grant a preference** in the letting of any or all public contracts to business entities whose principal places of business are in the political subdivision. [Please describe applicable preference(s) and identify applicable authority granting the preference(s)]:

_____

_____

Signature of out-of-state Contractor's attorney:_____

Printed name of out-of-state Contractor's attorney:_____

Address of out-of-state Contractor's attorney:_____

_____

Telephone Number of out-of-state Contractor's attorney: (__) _____ - _____

E-mail address of out-of-state Contractor's attorney:_____

Attorney's states of bar admission:_____

DRAFT

ATTACHMENT 7
NON-COLLUSION AFFIDAVIT

State of FLORIDA)
County of CLAY)

My name is (INSERT NAME W. Kyle Hutchings). I hereby attest that I am authorized to execute this affidavit on behalf of my firm, its owners, directors, and officers. I have personal knowledge of the price(s), guarantees and the total financial commitment represented in the firm's offer and/or contract.

(1) The firm's prices and amounts offered have been arrived at independently and without consultation, communication or agreement with any other Contractor or respondent.

(2) Neither the final nor approximate prices or amounts offered have been disclosed to any other firm or person who is a respondent or potential respondent, nor were they disclosed prior to opening of offers.

(3) The offer from my firm is made in good faith and no attempt has been made to induce any firm or person to refrain from submitting an offer, or to submit an offer higher than our offer, or to submit any intentionally high or noncompetitive offer or other form of complementary offer.

(4) (INSERT NAME OF COMPANY Agrow Pro Inc.) its affiliates, subsidiaries, officers, directors, employees are not currently under investigation by any governmental agency and have not in the last three years been convicted or found liable for any act prohibited by State or Federal law in any jurisdiction, involving conspiracy or collusion with respect to bidding, proposing or offering on any public contract, except as follows:

I attest that (INSERT NAME OF COMPANY Agrow Pro Inc.) understands and acknowledges that the above representations are material and important, and will be relied on by The School Board of Clay County, Florida, in awarding the contract for which this offer is submitted. I understand and my firm understands that any misstatement of material representations herein shall be treated as fraudulent or otherwise intentional concealment of the true facts relating to submission of offers for this contract.

CONTRACTOR NAME: Agrow Pro Inc

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

W. Kyle Hutchings
(Printed Name)

(Signature)

Pres./CEO
(Title)

9-18-20
(Date)

DRAFT

ATTACHMENT 8
APPLICANT STATEMENT – BACKGROUND INFORMATION

1. Legal Name and Address: Agrow Pro Inc 1339 Kavie Ct, Green Cove Springs, FL, 32043
   Address of Proposed Office in Charge, if different:
   Contact Person and Position: Kyle Hutchings President / CEO
   Telephone: 904-449-1299

2. Circle One: (Corporation), Partnership, Individual, Joint Venture or Other

3. If Corporation,
   Date of Incorporation: 04-2012
   State of Incorporation: FL
   If out-of-state Corporation currently authorized to do business in Florida, give date of such authorization:
   Names and Titles of Principal Officers: W. Kyle Hutchings, Tiffaney J Hutchings
   Pres / CEO 50% V.P. 40%

4. Name and Address and amount of ownership of all stockholders owning more than 10 percent of the company:

5. If Partnership: Date of Organization:
   Nature of Partnership (General, Limited, or Association):
   Name and Address of Partners:

6. If Individual: Name and Address of Owner:

7. Under what other or former names has your organization operated? None

8. Length of time in business. 8 + years

9. Describe any litigation or regulatory action filed against your firm in the last three (3) years, and the resolution thereof. None

10. State whether the firm has offices and representatives in the State of Florida and/or in Clay County or surrounding Counties. Yes

DRAFT

Proposal Certification

I hereby certify that I am submitting the enclosed information as my company's cost proposal by virtue of executing and returning this FEE SCHEDULE. I further certify full, complete and unconditional acceptance of the contents of the Request for Proposal, and all appendices and the contents of any Addenda released thereto.

If selected, I agree to execute any required truth-in-negotiations certificate stating that the rates of compensation and other factual unit costs supporting the compensation are accurate, complete and current at the time of contract.

W. Kyle Hutchings Pres/CEO Agrow Pro Inc 9-18-20

AUTHORIZED SIGNATURE OF CONTRACTOR DATE

DRAFT


AgrowPro
Termite • Lawn • Pest
(904) 449-1299
DRAFT

AGROW PRO, INC.

1339 Kavie Court, Green Cove Springs, FL 32043

September 10, 2020

Scott Schultz
Procurement Coordinator
Clay County District Schools
800 Center Street
Green Cove Springs, FL 32043

Dear Mr. Schultz,

Agrow Pro, Inc. is pleased to provide a proposal for athletic field maintenance services for Clay County District Schools. We understand the investment in offering safe and healthy athletic fields for players in any sport. Agrow Pro, Inc. is the home team for sports turf management in Northeast Florida including the only national professional sports team in our area, the Jacksonville Jaguars. Long before we began caring for the Jaguars turf on a weekly basis, we have proudly served many of our Clay County school facilities over the past eight years. Agrow Pro, Inc. customizes the engagement to fit the budget, goals and needs of each facility it services.

Your Client Services Manager:
Kyle Hutchings, President/CEO
Cell Ph. (904)449-1299
Email: KYLE@agrowpro.com
1339 Kavie Court, Green Cove Springs, FL 32043

Agrow Pro, Inc. has the broad capability of providing comprehensive turf management services in house. Our inventory of top of the line equipment includes: 5 Multi Pro Boom Sprayers, 2 newer John Deere tractors with turf tires, Dakota Top Dresser with 4 yard capacity, Wiedenmann Super 600 verti-cutter/ Fraise mower/ Sweeper combination/ 4 Toro 3100D reel mowers/ 2 Verti-Drain aerators/ 4 Lely professional spreaders with different capacities and various other turf implements.

We have a knowledgeable, experienced staff and our excellent vendor resources ensure that you can expect a first rate outcome.

Agrow Pro is the area direct distributor for DiamondPro, and DuraEdge infield conditioners and mound clays. We maintain a broad inventory of multiple conditioners and mound clay products all year and are the supplier for for the Jacksonville Jumbo Shrimp and numerous area High Schools and Athletic Associations. Being a direct distributor of these products provides a bulk price advantage to our customers.

We are pleased to provide you with letters of recommendation from a variety of our customers. Please see Section 4 for a complete list of references from the North Florida area.

- Mark Clay, Jacksonville Jaguars Facility Coordinator
- Ashley Martin, Flagler College Ladies Soccer Coach
- Martha Hanson, St Johns Country Day School Director of Operations

DRAFT

AGROW PRO, INC.
1339 Kavie Court, Green Cove Springs, FL 32043

We are currently the turf management provider of choice for Flagler College, all of the Clay, Putnam and Nassau county High Schools all but two of the St Johns County High Schools and several private schools including St Johns Country Day, Trinity Christian Academy, St Joseph Academy, Providence School, Christ's Church Academy, University Christian School, Florida School for the Deaf and Blind and Father Lopez Catholic School in Daytona Beach.

We also provide services to several Athletic Associations in Clay and Duval counties. These facilities are owned by the county and require athletic associations to maintain the fields as a part of their exclusive use. Unfortunately, these non-profit organizations often struggle financially, and many were hit hard by the financial impact of Covid. This resulted in some of these agreements being cancelled. In the days ahead, as we move past the Covid pandemic, we look forward to renewing those contracts and serving this segment of athletic fields again in the future.

Agrow Pro, Inc. has never filed a bid protest nor have we ever filed an administrative or judicial action with any state agency or state court.

Again, Agrow Pro, Inc. is proud to be a Clay County company with all employees being graduates of the Clay County School District. We are headquartered in Green Cove Springs and take special pride in the service we provide to our community. We have built our reputation by providing un-matched service responsiveness to our customers. Thank you for this opportunity to be a part of the best school district in the State of Florida.

Sincerely,

Kyle Hutchings
President/CEO

DRAFT

NICOLE "NIKKI" FRIED
COMMISSIONER

Florida Department of Agriculture and Consumer Services
Division of Agricultural Environmental Services

CERTIFICATE OF GENERAL LIABILITY INSURANCE PERTAINING TO PEST CONTROL BUSINESS LICENSE

Section 482.071(4), F.S. and 5E-14.142, F.A.C.
Telephone: 850-617-7997

Respond to:
Bureau of Licensing and Enforcement
3125 Conner Blvd, Bldg 8,
Tallahassee, FL 32399-1650

Insured:
(Pest Control Business)

Agrow Pro, Inc.
Business Name

1339 Kayie Ct
Physical Address of Business

Green Cove Springs, FL 32043
City, State, Zip Code

PRODUCER:
(Insurance Agent)

Great Scot! Insurance, Inc.
Company Name

12155 Metro Parkway, Suite 28A
Street or Mailing Address

Fort Myers, FL 33966
City, State, Zip Code

239-561-3400
Phone number

PCG20010949-07
Policy Number

04/02/2020
Policy Effective Date

04/02/2021
Policy Expiration Date

Insurance Company(ies) Affording Coverage:

Markel Insurance Company
Company (Letter A - below)

Company (Letter B - below)

A. Chapter 482.071(4), Florida Statutes, states, in part, that each person making application for a pest control business license or renewal thereof must furnish to the department a certificate of insurance that meets the requirements for minimum financial responsibility for bodily injury and property damage consisting of:

Bodily injury: $250, 000 each person and $500, 000 each occurrence; and
Property damage: $250,000 each occurrence and $500,000 in the aggregate; or
Combined single-limit coverage: $500,000 in the aggregate.

The insured firm's coverage meets or exceeds the minimum statutory requirements as stated in "A" above:

Authorized Insurance Representative Signature

B. Does the insured have insurance for performing wood-destroying organism inspections in the form of errors and omissions (professional liability) coverage in an amount no less than $500,000 in the aggregate and $250,000 per occurrence?

[X] Yes [ ] No

Authorized Insurance Representative Signature

CERTIFICATE HOLDER

Florida Department of Agriculture and Consumer Services
Bureau of Licensing and Enforcement
3125 Conner Blvd, Bldg 8
Tallahassee, FL 32399-1650
(850) 617-7997 FAX: (850) 617-7967

FDACS-13616 Rev. 07/14

DRAFT

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 4/28/2020

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER
Great Scot! Insurance, Inc.
12155 Metro Pkwy
Suite 28A
Fort Myers FL 33966

CONTACT NAME: Rod Wright
PHONE (A/C, No, Ext): 800-927-0418 **FAX (A/C, No):** 239-561-0496
E-MAIL ADDRESS: rod@gsiinsurance.com

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Associated Industries Insurance Company	23140
INSURER B : Markel Insurance Company	38970
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED AGROPRO-01
Agrow Pro, Inc.
1339 Kavie Ct
Green Cove Springs FL 32043

COVERAGES **CERTIFICATE NUMBER:** 1002499530 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
B	X COMMERCIAL GENERAL LIABILITY	Y	Y	PCG20010949-07	4/2/2020	4/2/2021	EACH OCCURRENCE	$ 1,000,000
	CLAIMS-MADE [X] OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 100,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						MED EXP (Any one person)	$ 5,000
	[X] POLICY [ ] PRO-JECT [ ] LOC						PERSONAL & ADV INJURY	$ 1,000,000
	OTHER:						GENERAL AGGREGATE	$ 2,000,000
							PRODUCTS - COMP/OP AGG	$ 2,000,000
								$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	ANY AUTO						BODILY INJURY (Per person)	$
	OWNED AUTOS ONLY / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	HIRED AUTOS ONLY / NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
	UMBRELLA LIAB [ ] OCCUR						EACH OCCURRENCE	$
	EXCESS LIAB [ ] CLAIMS-MADE						AGGREGATE	$
	DED [ ] RETENTION $							$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N	N / A		AWC1145483	3/17/2020	3/17/2021	X PER STATUTE [ ] OTH-ER	
	ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? [Y] (Mandatory in NH)						E.L. EACH ACCIDENT	$ 100,000
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$ 100,000
							E.L. DISEASE - POLICY LIMIT	$ 500,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
PEST CONTROL OPERATION / WDO Inspection Professional Liability $1,000,000 Limit Included

CERTIFICATE HOLDER

CLIENT COI FOR INFORMATIONAL PURPOSES ONLY
***** ANY COIs TO BE ISSUED BY AGENT'S OFFICE

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

DRAFT

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STATE OF FLORIDA
Department of Agriculture and Consumer Services
BUREAU OF LICENSING AND ENFORCEMENT

Date	File No.	Expires
September 18, 2020	**JB193384**	**June 30, 2021**

THE **PEST CONTROL COMPANY FIRM** NAMED BELOW HAS REGISTERED UNDER THE PROVISIONS OF CHAPTER 482 FOR THE PERIOD EXPIRING: **June 30, 2021**

AT

1339 KAVIE CT
GREEN COVE SPRINGS, FL 32043

AGROW PRO INC
1339 KAVIE CT
GREEN COVE SPRINGS, FL 32043

General Household Pest and Rodent Control
Lawn and Ornamental
Termite and Other WDO Control

nicole fried
NICOLE "NIKKI" FRIED, COMMISSIONER

STATE OF FLORIDA
Department of Agriculture and Consumer Services
BUREAU OF LICENSING AND ENFORCEMENT

AGROW PRO INC
1339 KAVIE CT
PEST CONTROL COMPANY FIRM

JB193384

HAS PAID THE FEE REQUIRED BY CHAPTER 482 FOR THE PERIOD EXPIRING **June 30, 2021**

nicole fried Signature
COMMISSIONER

Wallet Card - Fold Here

BUREAU OF LICENSING & ENFORCEMENT
3125 CONNER BLVD, BLDG. 8
TALLAHASSEE, FLORIDA 32399-1650

DRAFT

STATE OF FLORIDA
Department of Agriculture and Consumer Services
BUREAU OF LICENSING AND ENFORCEMENT

Date	File No.	Expires
September 18, 2020	**JE164857**	**June 30, 2021**

THE **ID CARD HOLDER** NAMED BELOW HAS REGISTERED UNDER THE PROVISIONS OF CHAPTER 482 FOR THE PERIOD EXPIRING: **June 30, 2021**

AT

AGROW PRO INC
GREEN COVE SPRINGS, FL 32043

ANTHONY JOSEPH MARROLETTI
AGROW PRO INC
1339 KAVIE CT
GREEN COVE SPRINGS, FL 32043

Certified Operator
Wood Destroying Organism Inspector

nicole fried
NICOLE "NIKKI" FRIED, COMMISSIONER

STATE OF FLORIDA
Department of Agriculture and Consumer Services
BUREAU OF LICENSING AND ENFORCEMENT

ANTHONY JOSEPH MARROLETTI
AGROW PRO INC
ID CARD HOLDER

JE164857

Certified Operator
Wood Destroying Organism Inspector

HAS PAID THE FEE REQUIRED BY CHAPTER 482 FOR THE PERIOD EXPIRING **June 30, 2021**

nicole fried
COMMISSIONER

Signature
ATTACH PHOTO ON REVERSE

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BUREAU OF LICENSING & ENFORCEMENT
3125 CONNER BLVD, BLDG. 8
TALLAHASSEE, FLORIDA 32399-1650

STATE OF FLORIDA
Department of Agriculture and Consumer Services
BUREAU OF LICENSING AND ENFORCEMENT

Date	File No.	Expires
September 18, 2020	**JE181098**	**June 30, 2021**

THE **ID CARD HOLDER** NAMED BELOW HAS REGISTERED UNDER THE PROVISIONS OF CHAPTER 482 FOR THE PERIOD EXPIRING: **June 30, 2021**

AT

AGROW PRO INC
GREEN COVE SPRINGS, FL 32043

WILLIAM KYLE HUTCHINGS
AGROW PRO INC
1339 KAVIE CT
GREEN COVE SPRINGS, FL 32043

Certified Operator
Wood Destroying Organism Inspector

nicole fried
NICOLE "NIKKI" FRIED, COMMISSIONER

STATE OF FLORIDA
Department of Agriculture and Consumer Services
BUREAU OF LICENSING AND ENFORCEMENT

WILLIAM KYLE HUTCHINGS
AGROW PRO INC
ID CARD HOLDER

JE181098

Certified Operator
Wood Destroying Organism Inspector

HAS PAID THE FEE REQUIRED BY CHAPTER 482 FOR THE PERIOD EXPIRING **June 30, 2021**

nicole fried
COMMISSIONER

Signature
ATTACH PHOTO ON REVERSE

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BUREAU OF LICENSING & ENFORCEMENT
3125 CONNER BLVD, BLDG. 8
TALLAHASSEE, FLORIDA 32399-1650

STATE OF FLORIDA
Department of Agriculture and Consumer Services
BUREAU OF LICENSING AND ENFORCEMENT

Date	File No.	Expires
September 18, 2020	**JE193386**	**June 30, 2021**

THE **ID CARD HOLDER** NAMED BELOW HAS REGISTERED UNDER THE PROVISIONS OF CHAPTER 482 FOR THE PERIOD EXPIRING: **June 30, 2021**

AT

AGROW PRO INC
GREEN COVE SPRINGS, FL 32043

TIFFANEY JEAN HUTCHINGS
AGROW PRO INC
1339 KAVIE CT
GREEN COVE SPRINGS, FL 32043

Regular

nicole fried
NICOLE "NIKKI" FRIED, COMMISSIONER

STATE OF FLORIDA
Department of Agriculture and Consumer Services
BUREAU OF LICENSING AND ENFORCEMENT

TIFFANEY JEAN HUTCHINGS
AGROW PRO INC
ID CARD HOLDER

JE193386

HAS PAID THE FEE REQUIRED BY CHAPTER 482 FOR THE PERIOD EXPIRING **June 30, 2021**

nicole fried
COMMISSIONER

Signature
ATTACH PHOTO ON REVERSE

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BUREAU OF LICENSING & ENFORCEMENT
3125 CONNER BLVD, BLDG. 8
TALLAHASSEE, FLORIDA 32399-1650

DRAFT

STATE OF FLORIDA
Department of Agriculture and Consumer Services
BUREAU OF LICENSING AND ENFORCEMENT

Date	File No.	Expires
September 18, 2020	**JE204910**	**June 30, 2021**

THE **ID CARD HOLDER** NAMED BELOW HAS REGISTERED UNDER THE PROVISIONS OF CHAPTER 482 FOR THE PERIOD EXPIRING: **June 30, 2021**

AT

AGROW PRO INC
GREEN COVE SPRINGS, FL 32043

Regular

ANTHONY JAMES WISEMAN
AGROW PRO INC
1339 KAVIE CT
GREEN COVE SPRINGS, FL 32043

nicole fried
NICOLE "NIKKI" FRIED, COMMISSIONER

STATE OF FLORIDA
Department of Agriculture and Consumer Services
BUREAU OF LICENSING AND ENFORCEMENT

ANTHONY JAMES WISEMAN
AGROW PRO INC
ID CARD HOLDER

JE204910

HAS PAID THE FEE REQUIRED BY CHAPTER 482 FOR THE PERIOD EXPIRING **June 30, 2021**

nicole fried
COMMISSIONER
Signature
ATTACH PHOTO ON REVERSE

Wallet Card - Fold Here

BUREAU OF LICENSING & ENFORCEMENT
3125 CONNER BLVD, BLDG. 8
TALLAHASSEE, FLORIDA 32399-1650

STATE OF FLORIDA
Department of Agriculture and Consumer Services
BUREAU OF LICENSING AND ENFORCEMENT

Date	File No.	Expires
September 18, 2020	**JE217520**	**June 30, 2021**

THE **ID CARD HOLDER** NAMED BELOW HAS REGISTERED UNDER THE PROVISIONS OF CHAPTER 482 FOR THE PERIOD EXPIRING: **June 30, 2021**

AT

AGROW PRO INC
GREEN COVE SPRINGS, FL 32043

Wood Destroying Organism Inspector

MICHAEL BRETT HUTCHINGS
AGROW PRO INC
1339 KAVIE CT
GREEN COVE SPRINGS, FL 32043

nicole fried
NICOLE "NIKKI" FRIED, COMMISSIONER

STATE OF FLORIDA
Department of Agriculture and Consumer Services
BUREAU OF LICENSING AND ENFORCEMENT

MICHAEL BRETT HUTCHINGS
AGROW PRO INC
ID CARD HOLDER

JE217520
Wood Destroying Organism Inspector

HAS PAID THE FEE REQUIRED BY CHAPTER 482 FOR THE PERIOD EXPIRING **June 30, 2021**

nicole fried
COMMISSIONER
Signature
ATTACH PHOTO ON REVERSE

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BUREAU OF LICENSING & ENFORCEMENT
3125 CONNER BLVD, BLDG. 8
TALLAHASSEE, FLORIDA 32399-1650

STATE OF FLORIDA
Department of Agriculture and Consumer Services
BUREAU OF LICENSING AND ENFORCEMENT

Date	File No.	Expires
September 18, 2020	**JE246435**	**June 30, 2021**

THE **ID CARD HOLDER** NAMED BELOW HAS REGISTERED UNDER THE PROVISIONS OF CHAPTER 482 FOR THE PERIOD EXPIRING: **June 30, 2021**

AT

AGROW PRO INC
GREEN COVE SPRINGS, FL 32043

Regular

ROBERT S MAYS
AGROW PRO INC
1339 KAVIE CT
GREEN COVE SPRINGS, FL 32043

nicole fried
NICOLE "NIKKI" FRIED, COMMISSIONER

STATE OF FLORIDA
Department of Agriculture and Consumer Services
BUREAU OF LICENSING AND ENFORCEMENT

ROBERT S MAYS
AGROW PRO INC
ID CARD HOLDER

JE246435

HAS PAID THE FEE REQUIRED BY CHAPTER 482 FOR THE PERIOD EXPIRING **June 30, 2021**

nicole fried
COMMISSIONER
Signature
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BUREAU OF LICENSING & ENFORCEMENT
3125 CONNER BLVD, BLDG. 8
TALLAHASSEE, FLORIDA 32399-1650

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STATE OF FLORIDA
Department of Agriculture and Consumer Services
BUREAU OF LICENSING AND ENFORCEMENT

Date	File No.	Expires
September 18, 2020	**JE286488**	**June 30, 2021**

THE **ID CARD HOLDER** NAMED BELOW HAS REGISTERED UNDER THE PROVISIONS OF CHAPTER 482 FOR THE PERIOD EXPIRING: **June 30, 2021**

AT

AGROW PRO INC
GREEN COVE SPRINGS, FL 32043

Regular

KARSEN REED WHITEHEAD
AGROW PRO INC
1339 KAVIE CT
GREEN COVE SPRINGS, FL 32043

nicole fried
NICOLE "NIKKI" FRIED, COMMISSIONER

STATE OF FLORIDA
Department of Agriculture and Consumer Services
BUREAU OF LICENSING AND ENFORCEMENT

KARSEN REED WHITEHEAD
AGROW PRO INC
ID CARD HOLDER

JE286488

HAS PAID THE FEE REQUIRED BY CHAPTER 482 FOR THE PERIOD EXPIRING **June 30, 2021**

nicole fried
COMMISSIONER

Signature
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BUREAU OF LICENSING & ENFORCEMENT
3125 CONNER BLVD, BLDG. 8
TALLAHASSEE, FLORIDA 32399-1650

STATE OF FLORIDA
Department of Agriculture and Consumer Services
BUREAU OF LICENSING AND ENFORCEMENT

Date	File No.	Expires
September 18, 2020	**JE286489**	**June 30, 2021**

THE **ID CARD HOLDER** NAMED BELOW HAS REGISTERED UNDER THE PROVISIONS OF CHAPTER 482 FOR THE PERIOD EXPIRING: **June 30, 2021**

AT

AGROW PRO INC
GREEN COVE SPRINGS, FL 32043

Wood Destroying Organism Inspector

MARK THOMAS RICCABONI
AGROW PRO INC
1339 KAVIE CT
GREEN COVE SPRINGS, FL 32043

nicole fried
NICOLE "NIKKI" FRIED, COMMISSIONER

STATE OF FLORIDA
Department of Agriculture and Consumer Services
BUREAU OF LICENSING AND ENFORCEMENT

MARK THOMAS RICCABONI
AGROW PRO INC
ID CARD HOLDER

JE286489

Wood Destroying Organism Inspector

HAS PAID THE FEE REQUIRED BY CHAPTER 482 FOR THE PERIOD EXPIRING **June 30, 2021**

nicole fried
COMMISSIONER

Signature
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BUREAU OF LICENSING & ENFORCEMENT
3125 CONNER BLVD, BLDG. 8
TALLAHASSEE, FLORIDA 32399-1650

STATE OF FLORIDA
Department of Agriculture and Consumer Services
BUREAU OF LICENSING AND ENFORCEMENT

Date	File No.	Expires
September 18, 2020	**JE290985**	**June 30, 2021**

THE **ID CARD HOLDER** NAMED BELOW HAS REGISTERED UNDER THE PROVISIONS OF CHAPTER 482 FOR THE PERIOD EXPIRING: **June 30, 2021**

AT

AGROW PRO INC
GREEN COVE SPRINGS, FL 32043

Regular

PIERCE BLANE STREET
AGROW PRO INC
1339 KAVIE CT
GREEN COVE SPRINGS, FL 32043

nicole fried
NICOLE "NIKKI" FRIED, COMMISSIONER

STATE OF FLORIDA
Department of Agriculture and Consumer Services
BUREAU OF LICENSING AND ENFORCEMENT

PIERCE BLANE STREET
AGROW PRO INC
ID CARD HOLDER

JE290985

HAS PAID THE FEE REQUIRED BY CHAPTER 482 FOR THE PERIOD EXPIRING **June 30, 2021**

nicole fried
COMMISSIONER

Signature
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BUREAU OF LICENSING & ENFORCEMENT
3125 CONNER BLVD, BLDG. 8
TALLAHASSEE, FLORIDA 32399-1650

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STATE OF FLORIDA
Department of Agriculture and Consumer Services
BUREAU OF LICENSING AND ENFORCEMENT

Date	File No.	Expires
September 18, 2020	**JE293648**	**June 30, 2021**

THE **ID CARD HOLDER** NAMED BELOW HAS REGISTERED UNDER THE PROVISIONS OF CHAPTER 482 FOR THE PERIOD EXPIRING: **June 30, 2021**

AT

AGROW PRO INC
GREEN COVE SPRINGS, FL 32043

Regular

NOAH JAMES DETRICK
AGROW PRO INC
1339 KAVIE CT
GREEN COVE SPRINGS, FL 32043

Nicole Fried
NICOLE "NIKKI" FRIED, COMMISSIONER

STATE OF FLORIDA
Department of Agriculture and Consumer Services
BUREAU OF LICENSING AND ENFORCEMENT

NOAH JAMES DETRICK
AGROW PRO INC
ID CARD HOLDER

JE293648

HAS PAID THE FEE REQUIRED BY CHAPTER 482 FOR THE PERIOD EXPIRING **June 30, 2021**

Nicole Fried Signature
COMMISSIONER ATTACH PHOTO ON REVERSE

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BUREAU OF LICENSING & ENFORCEMENT
3125 CONNER BLVD, BLDG. 8
TALLAHASSEE, FLORIDA 32399-1650

STATE OF FLORIDA
Department of Agriculture and Consumer Services
BUREAU OF LICENSING AND ENFORCEMENT

Date	File No.	Expires
September 18, 2020	**JE301210**	**June 30, 2021**

THE **ID CARD HOLDER** NAMED BELOW HAS REGISTERED UNDER THE PROVISIONS OF CHAPTER 482 FOR THE PERIOD EXPIRING: **June 30, 2021**

AT

AGROW PRO INC
GREEN COVE SPRINGS, FL 32043

Regular

ROBERT HOSSAIN BELADI
AGROW PRO INC
1339 KAVIE CT
GREEN COVE SPRINGS, FL 32043

Nicole Fried
NICOLE "NIKKI" FRIED, COMMISSIONER

STATE OF FLORIDA
Department of Agriculture and Consumer Services
BUREAU OF LICENSING AND ENFORCEMENT

ROBERT HOSSAIN BELADI
AGROW PRO INC
ID CARD HOLDER

JE301210

HAS PAID THE FEE REQUIRED BY CHAPTER 482 FOR THE PERIOD EXPIRING **June 30, 2021**

Nicole Fried Signature
COMMISSIONER ATTACH PHOTO ON REVERSE

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BUREAU OF LICENSING & ENFORCEMENT
3125 CONNER BLVD, BLDG. 8
TALLAHASSEE, FLORIDA 32399-1650

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STATE OF FLORIDA
Department of Agriculture and Consumer Services
BUREAU OF LICENSING AND ENFORCEMENT

Date	File No.	Expires
September 24, 2020	**JE302752**	**June 30, 2021**

THE **ID CARD HOLDER** NAMED BELOW HAS REGISTERED UNDER THE PROVISIONS OF CHAPTER 482 FOR THE PERIOD EXPIRING: **June 30, 2021** **AT**

AGROW PRO INC
GREEN COVE SPRINGS, FL 32043

Regular

MICHAEL EDWARD PAFFORD
AGROW PRO INC
1339 KAVIE CT
GREEN COVE SPRINGS, FL 32043

Nicole Fried
NICOLE "NIKKI" FRIED, COMMISSIONER

Cut here

STATE OF FLORIDA
Department of Agriculture and Consumer Services
BUREAU OF LICENSING AND ENFORCEMENT

MICHAEL EDWARD PAFFORD
AGROW PRO INC
ID CARD HOLDER

JE302752

HAS PAID THE FEE REQUIRED BY CHAPTER 482 FOR THE PERIOD EXPIRING **June 30, 2021**

Nicole Fried
COMMISSIONER

Signature
ATTACH PHOTO ON REVERSE

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BUREAU OF LICENSING & ENFORCEMENT
3125 CONNER BLVD, BLDG. 8
TALLAHASSEE, FLORIDA 32399-1650

DRAFT

Licensed Pesticide Applicator Detail

Print Close

Applicator's Name	City, State
PAFFORD, MICHAEL EDWARD	JACKSONVILLE,FL

License No.	License Status	License Type:
CM7016	Normal	Commercial RUP Applicator License

License Categories

Ornamental and Turf Pest Control

Original Issue Date	Last Issue Date	Expiration Date
9/30/1996	9/4/2020	9/30/2024

Company Name

Agent Count: 0

DRAFT

Licensed Pesticide Applicator Detail

Print Close

Applicator's Name	City, State
BELADI, ROBERT HOSSAIN	ST AUGUSTINE,FL

License No.	License Status	License Type:
CM21871	Normal	Commercial RUP Applicator License

License Categories

Ornamental and Turf Pest Control

Original Issue Date	Last Issue Date	Expiration Date
9/13/2012	11/4/2016	9/30/2020

Company Name

Agent Count: 0

DRAFT

AGROW PRO, INC.
1339 Kavie Court, Green Cove Springs, FL 32043

Section 1 & 2:

Familiarity and Experience / Company Qualifications

Agrow Pro is uniquely qualified to handle all the Districts' needs for athletic fields. We have within our company multiple divisions dedicated to sports turf. We offer to our current customers all services listed within this RFP and then some.

Our sports scaping divisions are broken down as follows:

Sports Turf Mowing division which consists of two qualified employees who mow sports fields all day everyday with our fleet of meticulously maintained reel mowers. This division is utilized at St Johns Country Day School, St Joseph Academy, Flagler College, and various other sports complexes. We mow all the athletic fields at each site twice a week. Working around practices, P.E. classes, and various other school related events.

Fertilization and pest management division which consists of 4 qualified employees who operate one of our highly precise toro multipro boom sprayers or John Deere turf tractors with fertilizer spreaders every day of the week. This is our largest division servicing the Jacksonville Jaguars weekly, multiple college fields, all of Nassau County High Schools, 4 St Johns County high schools, Buccholz High School in Gainesville, 4 private schools, as well as currently almost every location in clay county listed in this RFP. These services occur on a monthly rotation. See Section 4 for References. This volume of work makes us one of the largest applicators in North East Florida, giving us purchasing power for chemicals and fertilizers that very few other companies have. That savings is passed directly to our customers.

Tractor work and specialty services division which consists of only 1 full-time employee and all 6 of our sports turf dedicated employees at times. We have a full line of sports turf cultural practice implements for our turf tractors to run. These include turf aerators, verticutters, sweepers, a fraise mower, a Dakota bulk Topdresser, and a slicer. This division also does work on baseball and softball infields and pitching mounds. We sell and install infield conditioners as well as build pitching mounds, and grade skinned areas. These services are mostly seasonal, being utilized mainly during our growing months when there is down time on facilities to complete the jobs. Currently we are the exclusive provider of aerations for the Jaguars, as well as many of our private school and high school customers.

As mentioned in our cover letter we employ 11 full-time graduates of several clay county schools including Oakleaf High, Middleburg High, and Clay High, all of our employees participated in athletics and take pride in the services we currently provide to the district. With less than 10% of high school athletes ever taking the field again after graduation, we see it as our duty to provide them with the best possible playing surface during their time at their respective school. We are hopeful that the SBCC will give us the opportunity to continue working with the great Coaches and Athletic Directors in Clay County to improve their athletic surfaces in the years to come.

DRAFT

Summary Resumes of key personnel assigned to the district:

Kyle Hutchings

Founder, President, CEO

Will directly oversee all services rendered to the district.

13 years' experience in turf management

Clay High School Graduate

Kyle@agrowpro.com

904-449-1299

A.J. Wiseman

Sports turf manager / Foreman

Responsible for pesticide/fertilizer applications, and specialty services

7 years' experience in turf management

Clay High School Graduate

Aj@agrowpro.com

904-654-4382

Spencer Mays

Sports turf manager / Foreman

Responsible for pesticide/fertilizer applications, and specialty services

5 years' experience in turf management

Clay High Graduate

Spencer@agrowpro.com

904-891-8529

DRAFT

FLAGLER

Ashley Martin
Head Women's Soccer Coach
Flagler College
74 King Street, St. Augustine,
Florida, 32084

September 11th, 2020

To Whom It May Concern:

It is with great pleasure I write this letter of recommendation for Agrow Pro. Since taking over the Flagler College Athletic Complex in July 2019, we have seen incredible improvements.
The Agrow Pro team are genuine people that have a passion for their work, which was clearly articulated in their plan to enhance our playing surfaces, whilst working within our budgetary constraints. What has impressed me most about Agrow Pro has been their commitment and communication. The team are easily accessible, friendly, and professional.
The Flagler College Athletic Complex playing surfaces have never looked better, and we look forward to a long-term relationship with Agrow Pro.
If you have any questions, or wish to see our surfaces for yourself, please don't hesitate to reach out to me.

Sincerely,

Ashley Martin
Head Women's Soccer Coach
Flagler College

DRAFT

Mark Clay

Sports Field/Grounds Manager

ASM Global Jacksonville Jaguars

1 TIAA Bank Dr Jacksonville, FL

September 15, 2020

To Whom It May Concern:

I am writing this letter of recommendation for Kyle Hutchings, and his company Agrow Pro. We are on our second year of services with Agrow Pro and have been very pleased with their performance.

Since taking on our turf applications on the stadium and practice fields here at TIAA Bank Stadium, they have always been on time, professional, and flexible to meet our scheduling needs. Kyle and the team always answer our calls, providing experience, insight, and solutions and are on the cutting edge of sports turf management.

I strongly recommend anyone needing athletic field maintenance give Agrow Pro the opportunity improve their playing surfaces.

Sincerely,

Mark Clay

DRAFT

September 10th, 2020
To whom it may concern,

St. Johns Country Day School athletic fields have been serviced by Kyle Hutchings with Agrow Pro, Inc. since 2014. Kyle and his attentive team have actually transformed our baseball, football, soccer, and softball fields. They truly continue to improve and look better every single season.

Kyle's attention to detail, strong work ethic, and ability to deliver on a promise are all so obvious in the product he delivers every single week. He also is not afraid to share his knowledge and continues to educate our Maintenance team in so many aspects of field and lawn care.

It has been our pleasure to work with such a wonderful service provider. We look forward to many more years of service with a truly genuine, caring company.

Thank you,

Martha Hanson

Martha Hanson
Director of Operations
St. Johns Country Day School
P: (904) 264-9572
E: mhanson@sjcds.net

sjcds.net

DRAFT

Existing Customers Similar in Size and Scope:

- ASM Jax Jacksonville Jaguars
  1 TIAA Bank Dr
  Jacksonville, FL 32256
  Mark Clay, Head Grounds Keeper
  Cell 904-534-5106
  Email mclay@asmjax.com

- Jacksonville Jumbo Shrimp
  1 A Philip Randolph Blvd
  Jacksonville, FL 32256
  Christian Galen, Head grounds keeper
  Cell 904-945-4591
  Email christiang@jaxshrimp.com

- Trinity Christian Academy
  800 Hammond Blvd
  Jacksonville, FL 32221
  Seth Edden, Fields/Maintenance Director
  Cell 904-228-5746
  Email sedden@tbc.org

- Providence School of Jax
  2701 Hodges Blvd
  Jacksonville, FL 32224
  Rodney Drabek, Director of grounds
  Cell 904-327-3952
  rdrabek@prov.org

- Fleming Island High School
  2223 Village Square Parkway
  Fleming Island, FL 32003
  Travis Cunningham, Athletic Director
  Cell 904-553-5348
  Email
  travis.cunningham@oneclay.net

- Middleburg High School
  3750 County Rd 220
  Middleburg, FL 32068
  Jay Stilineau, Athletic Director
  Cell 904-445-1028
  Email jay.stilineau@oneclay.net

- Orange Park High School
  2300 Kingsley Ave
  Orange Park, FL 32073
  Michael Harrison, Athletic Director
  Cell 904-382-0888
  Email michael.harrison@oneclay.net

- Clay High School
  2025 State Rd 16 W
  Green Cove Springs, FL 32043
  Jared Moses, Athletic Director
  Cell 904-553-4964
  Email jared.moses@oneclay.net

- Keystone Heights High School
  900 Orchid Ave
  Keystone Heights FL 32265
  Chuck Dickinson, Athletic Director
  Cell 352-745-0474
  Email
  Charles.dickinson@oneclay.net

- Nease High School
  10550 Ray Rd
  Ponte Vedra, FL 32081
  Matt McCool, Athletic Director
  Cell 706-994-9027
  Email
  matt.mccool@stjohns.k12.fl.us

DRAFT

- Creekside High School
  100 Knights Lane
  St. Johns, FL 32259
  Luke Marabel, Athletic Director
  Cell 904-868-8682
  Email
  lewis.marabel@stjohns.k12.fl.us

- Ponte Vedra High School
  460 Davis Park Rd
  Ponte Vedra Beach, FL 32082
  Eric Frank, Athletic Director
  Cell 904-608-8799
  Email eric.frank@stjohns.k12.fl.us

- Fernandina Beach High School
  435 Citrona Dr
  Fernandina Beach, FL 32034
  Ken Roland, Athletic Director
  Cell 904-559-1163, Email
  Lloyd.roland@nassau.k12.fl.us

- West Nassau High School
  1 Warrior Dr.
  Callahan, FL 32011
  Randalyn Bryant, Athletic Director
  Cell 904-422-1477
  Email wnhsathletics@gmail.com

- Palatka High School
  302 Mellon Rd
  Palatka, FL 32177
  Bobby Humphries, Athletic Director
  Cell 386-546-1829
  Email
  rhumphries@my.putnamschools.org

- Oakleaf Sports Association
  3979 Plantation Oaks Blvd
  Orange Park, FL 32065
  Mark Allen, President
  Cell 904-672-0562
  Email treasurer@oakleafsports.net

- Bartram Trail High School
  7399 Longleaf Pine Pkwy
  St Johns, FL 32148
  Ben Windel, Athletic Director
  Cell 904-614-5429
  Email benjamin.windle@stjohns.k12.fl.us

- Crescent City High School
  200 US 17
  Crescent City, FL 32112
  Tim Ross, Athletic Director
  Cell 386-559-4996
  Email tross@my.putnamschools.org

- St. Joseph Academy(Weekly Mowing)
  155 State Road 207
  St. Augustine, FL 32084
  Lee McCool, Athletic Director
  Cell 386-336-0922
  Email lee.mccool@sjaweb.org

- Christ's Church Academy
  10850 Old St Augustine Rd
  Jacksonville, FL 32222
  Jeff Feldman, Director of Fields
  Cell 904-859-7191
  Email N/A

- St Johns Country Day School(Weekly Mowing)
  3100 Doctors Lake Dr.
  Ornage Park, FL 32073
  Martha Hanson, Director of facilities
  Cell 904-465-1253
  Email mhanson@sjcds.net

DRAFT

All of the listed customers are regular maintenance customers of Agrow Pro and range in size from 6 acres to 20 acres. Agrow Pro is responsible for all weed control, insect control, and fertilization on an annual contractual basis. For more references please reach out to our office via email at info@agrowpro.com.

DRAFT

SCHOOL BOARD OF CLAY COUNTY

900 WALNUT STREET, GREEN COVE SPRINGS, FLORIDA 32043

SERVICE AGREEMENT

By and Between

The School Board of Clay County, Florida

And

St Johns Turf Care

This Agreement ("Agreement") is made by and between The School Board of Clay County, Florida, a political subdivision of the State of Florida, located at 900 Walnut Street, Green Cove Springs, FL 32043, hereinafter referred to as "SBCC," and St Johns Turf Care whose business address is 1040 Hastings Federal Point Rd., East Palatka, FL 32131, hereinafter referred to as "Contractor," each individual referred to as a "Party" and, collectively, the "Parties."

WITNESSETH:

WHEREAS, SBCC desires to secure a contractual relationship for the purpose of providing ATHLETIC FIELD MAINTENANCE SERVICES for Clay County District Schools, as outlined in Exhibit "A," Scope of Services ("Services"), and

WHEREAS, these Services have been competitively solicited pursuant to Request for Proposal, which has been assigned to RFP # 20-MA-319 by SBCC for tracking purposes.

NOW THEREFORE, for good and valuable consideration and the mutual promises contained herein, the Parties agree as follows:

DRAFT

1. DEFINITIONS

The following definitions of terms associated with this Agreement are provided to establish a common understanding between both Parties to this Agreement, as to the intended application, interpretation, and usage of terms in connection with this Agreement.

1.1. "**AGREEMENT**" refers to the executed Agreement by and between SBCC and Contractor.

1.2. "**AMENDMENT**" means a written document authorized by the parties to this Agreement which, when executed by both parties, sets forth any changes to that certain scope of services ("Services"), attached hereto as Exhibit "A" and incorporated herein by reference, that contemplates a change in the Services, work, and materials to be provided and performed by Contractor pursuant to this Agreement, sets forth the basis of compensation due to Contractor of, and sets forth the time period and/or schedule for performance and completion thereof.

1.3. "**CONFIDENTIALITY**" For purposes hereof, "Confidential Information" shall mean any non-public information of the other party that is designated as confidential, or that the receiving party knew or reasonably should have known was confidential because it derives independent value from not being generally known to the public. Confidential Information shall not include any information which: (i) a party can demonstrate was rightfully in its possession prior to the date of disclosure to it by the other party; (ii) at the time of disclosure or later, is published or becomes part of the public domain through no act or failure to act on the part of a party; (iii) a party has developed independently without reference to any Confidential Information of the other party; (iv) a party can demonstrate such information came into its possession from a third-party who had a bona fide right to make such information available; or (v) is subject to the Florida Public Records Law, Chapter 119, F.S., or any other information required to be disclosed by a valid court order or agency of government.

1.4. "**CONTRACTOR**" means St Johns Turf Care, a Party hereto, who is authorized to conduct business in the State of Florida, offering Services hereunder, which has executed this Agreement, and which shall be legally obligated, responsible, and liable for providing and performing any and all of the Services, work, and materials, including services and/or work of any approved sub-contractors, required under the covenants, terms, and provisions contained in this Agreement and any and all Amendments thereto. "Contractor" may be used interchangeably with Bidder.

1.5. **"FUNDS"** shall mean payment made by SBCC to Contractor hereunder.

1.6. **"SBCC"** shall mean Clay County District Schools and may be used interchangeably with SBCC or District or The School Board of Clay County, Florida.

1.7. "**PARTIES**" shall mean the parties entering into this Agreement, SBCC and Contractor, respectively.

1.8. "**SBCC"** shall mean The School Board of Clay County, Florida, a political subdivision of the State of Florida, and may be used interchangeably with SBCC or District or Clay County District Schools.

1.9. "**SERVICES**" shall mean the services as set forth and required, pursuant to the Agreement and described in further detail in Exhibit "A," attached hereto and incorporated herein by reference.

2. AMENDMENTS AND MODIFICATIONS

No Amendments and/or modifications of this Agreement shall be valid unless in writing and signed by each of the parties.

3. TERM AND TERMINATION

3.1. The initial term of this Agreement will cover the period beginning April 2, 2021 through March 31, 2022. This agreement may be renewed for three (3) additional one (1) year periods upon mutual agreement by all parties, in writing.

3.2. In the event, the awarded bidder violates any of the provisions of this RFP or fails to perform their obligation under this contract in a manner satisfactory to the SBCC as per specifications, the Supervisor of Purchasing shall give written notice to the Contractor setting forth the deficiencies and unless the deficiencies are corrected within ten (10) days, recommendation shall be made to the SBCC for immediate cancellation of the contract. Failure of the Contractor to correct deficiencies shall give the SBCC the right to cancel this contract, but failure by the SBCC to exercise this right, in any instance, shall not prevent the subsequent exercise of this right by the SBCC or prejudice its claim for damages resulting from such default, violations, breach of contract or other failures whether or not an expressed written agreement exists for the provision of such goods and/or service. Upon cancellation, hereunder the SBCC may pursue any and all legal remedies as provided herein and pursuant to the contract and by law. The SBCC reserves the right to terminate any contract resulting from this invitation at any time for cause, upon giving seven (7) days prior written notice to the other party. If said contract should be terminated for cause or convenience as provided herein, the SBCC shall be relieved of all obligations under said contract. The SBCC shall only be required to pay to the award bidder that amount of the contract actually satisfactorily performed to the date of termination and shall not be responsible for any consequential damage, future damages or damages caused by lost profits, inconvenience or overhead expense to the Contractor. The SBCC may cancel the contract upon ninety (90) days written notice for reasons other than cause and Contractor shall have no legal recourse or cause of action against the SBCC damages resulting from said cancellation.

4. PAYMENT

SBCC agrees to provide Funds for the Agreement as outlined in Exhibit "B", Fee Schedule, which is attached hereto and incorporated herein. Contractor shall be paid in accordance with the Florida Prompt Payment Act, Florida Statutes Chapter 218, upon submission of invoices to the SBCC at the prices stipulated on the contract at the time the order is placed, less deductions if any, after services rendered and accepted by SBCC in accordance with the Florida Prompt Payment Act. An original invoice referencing a SBCC purchase order number shall be submitted for payment to SBCC Accounts Payable Department, 814 Walnut Street, Green Cove Springs, FL 32043. Failure to follow these instructions may result in delay in processing invoices for payment.

DRAFT

5. AVAILABILITY OF FUNDS

The obligations of SBCC under this Agreement are subject to the availability of Funds lawfully appropriated for its purpose by the State of Florida and SBCC. In the event sufficient budgeted funds are not available for a new fiscal period, the purchasing department shall notify the Contractor of such an occurrence and the RFP and any resulting contract shall terminate on the last day of the current fiscal period without penalty or expense to the SBCC.

6. PERSONNEL

6.1. All of the Services herein shall be performed by Contractor or under its supervision, and all personnel engaged in performing the Services shall be fully qualified and, if required, authorized or permitted under applicable state and local law to perform such Services. All employees and/or sub-contractors of the Contractor shall be considered to be at all times the sole employees and responsibility of Contractor under their sole direction and not an employee or agent of SBCC. The contractor shall supply competent employees and/or sub-contractors and the SBCC may require the Contractor to remove an employee and/or sub-contractor whose presence on SBCC property is not in the best interest of the SBCC. Each employee and or sub-contractor of contractor shall have and wear proper identification while on SBCC property and are required to sign in/out at main office or other designated place upon arrival and when leaving job site, if applicable.

6.2. In accordance with the Jessica Lunsford Act the bidder and all their employees, as required by law, shall undergo and pass a Level II fingerprinting and background check as required by F.S. 1012.465,467 or 468 and possess a SBCC fingerprinting clearance card prior to entry upon SBCC property. All costs associated with obtaining fingerprinting and background check shall be at no expense to the SBCC.

7. FEDERAL AND STATE TAX

7.1. SBCC does not pay Federal Excise and State taxes. Tax exemption number is on the Purchase Order. Contractor shall not be exempted from paying applicable sales tax to State of Florida and/or federal government, as case may be, for the purchase of materials to fulfill contractual obligations with SBCC, nor shall Contractor be authorized to use SBCC's tax exemption number in securing such materials.

7.2. Contractor shall be responsible for payment of its own FICA and social security benefits with respect to this Agreement.

8. DOCUMENTATION AND REPORTING

In the performance of this Agreement, Contractor shall maintain books, records, and accounts of all activities in compliance with standard accounting procedures. Documentation in connection with the description of the Services as set forth in Exhibit "A" attached hereto shall be provided.

9. INSURANCE

At its sole expense, Contractor shall take out and maintain all insurance policies required below with companies authorized to do business under the laws of the State of FL. and satisfactory to the School Board. **The Contractor SHALL ensure that any sub-Contractor they use maintain the same level of insurance coverage.** Insurer shall be rated A- with an FSC V or better in the current AM Best Guide through the life of the contract to include any renewal periods. Insurance shall remain in effect for the term of this Agreement and such insurance will apply to Contractor, its employees, agents, and subcontractors.

9.1 **WORKERS' COMPENSATION INSURANCE:** Contractor is responsible for assuring that valid Worker's Compensation Insurance as required by Chapter 440, Florida Statutes is maintained for all of their employees and sub-Contractors employed at the site of the project. Such insurance shall comply fully with Florida Worker's Compensation Law. In case any class of employees engaged in hazardous work under this Contract at the site of the project is not protected under the Workers' Compensation Statute the Contractor shall provide adequate insurance satisfactory to the Owner, for protection of his employees not otherwise protected. SBCC shall accept an approved Certificate of Election to be Exempt from Florida's Workers' Compensation Law.

State	**Employer's Liability**		
- Statutory	- Per Accident	$100,000.00	
	- Disease, Policy Limit	$500,000.00	- Disease, Each Employee $100,000.00

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9.2 **COMPREHENSIVE GENERAL LIABILITY AND PROPERTY DAMAGE INSURANCE:** Including Premises Operation, Independent Contractor's Protective, Products and Completed Operation Board Form, Contractual Liability in at least the following amounts and coverage's:

Bodily Injury	**Property Damage**	**Personal Injury**
- Each Occurrence $1,000,000.00	- Each Occurrence $1,000,000.00	-Annual Aggregate $1,000,000.00
- Annual Aggregate $2,000,000.00	- Annual Aggregate $2,000,000.00	

- Completed Operations and Products Liability shall be maintained for one (1) year after final payment

9.3. **AUTOMOBILE INSURANCE:** Including all owned, non-owned and hired vehicles used in connection with the work in at least the following amounts and coverage's:

Bodily Injury	**Property Damage**
- Each Person $1,000,000.00	- Each Occurrence $1,000,000.00
- Each Occurrence $1,000,000.00	

- Each Accident – Single Limit – Bodily Injury and Property Damage combined one million dollars ($1,000,000.00)

9.4 **Contractor agrees to the following as it relates to all above required insurance:**

9.4.1. Contractor shall furnish, prior to commencement of performance under this contract, to the SBCC Purchasing Department, Certificate(s) of Insurance which clearly indicate the insurance coverage required above have been obtained. **Certificate(s) of Insurance shall be submitted directly from Contractor's Insurance Agent and Mark All Certificates Attn: SBCC Purchasing Department, as Certificate Holder (with 30 day Notice of Cancellation or Change in Coverage) and list The School Board of Clay County as Additional Insured.** Receipt of proof of insurance shall not be construed as an approval of Contractor's insurance or a release or waiver of Contractor's obligation to provide required insurance..

9.4.2. To the extent permitted by law, Contractor's insurance shall contain a waive rights to recover from SBCC or its insurance.

10. STANDARD OF CARE

In providing Services under this Agreement, Contractor will endeavor to perform in a manner consistent with that degree of care and skill ordinarily exercised by members of the same profession currently practicing under similar circumstances. Upon notice by SBCC, Contractor will correct those Services not meeting such a standard.

11. INDEMNIFICATION

Notwithstanding any contrary contractual language, nothing in any agreement shall be construed or interpreted to increase the scope or dollar limit of the School's or School Board's liability beyond that which is set forth in 768.28 Fla. Stat. , or to otherwise waive School's or School Board's sovereign immunity, or to require School or School Board to indemnify the Contractor or any other person, corporation or legal entity of any kind or nature whatsoever for injury or loss resulting from any acts other than the negligent acts of School or School Board or its agents or employees. Contractor shall, in addition to any other statutory or common law obligation to indemnify the School Board of Clay County, Florida, indemnify, defend and hold harmless the School Board of Clay County, Florida, its agents, officers, elected officials and employees against all claims, actions, liabilities, damages, losses, costs, fines punitive damages and expenses of any kind or nature whatsoever, including but not limited to attorney's fees and legal costs, brought against the School Board of Clay County, Florida, and/or its agents, officers, elected officials, employees and assigns, by any individual, corporation, consortium or any other legal person or entity, arising out of or caused by acts or omissions, negligence, recklessness, intentional wrongful misconduct, violations of laws, statutes, ordinances, government administration orders, rules or regulations of the contractor, contractor's employees, officers, agents, subcontractors, sub-subcontractors, material man or agents of any tier or their respective employees. This indemnification clause shall not be construed to require any indemnitor to indemnify the School Board of Clay County, Florida, for any negligence on the part of the School Board of Clay County, Florida, its agents or employees. The indemnification obligations hereunder shall not be limited to any limitation on the amount, type of damages, compensation, or benefits payable by or for the contractor or any subcontractor under workers' compensation acts, disability benefit acts, other employee benefits acts or any statutory bar. This indemnification/hold harmless provision shall survive the termination of any contract with the School Board of Clay County, Florida.

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12. SUCCESSORS AND ASSIGNS

The successful Contractor(s) shall not assign, transfer, convey, sublet, or otherwise dispose of this contract, or of any or all rights, title or interest herein, or their power to execute such contract to any person, company or corporation without prior written consent of the School Board. The successful Contractor(s) have the sole and exclusive responsibility for furnishing services in accordance with this contract. The successful Contractor(s) obligations cannot be delegated.

13. GOVERNING LAW AND REMEDIES

13.1. This Agreement shall be governed by the laws of the State of Florida. Any and all legal action necessary arising out of the Agreement will have its venue in the state courts located in Clay County, Florida and the Agreement, shall conform to applicable Florida Statutes, and be interpreted according to the laws of Florida. No remedy herein conferred upon any party is intended to be exclusive of any other remedy, and each and every other remedy given hereunder or now or hereafter existing at law or in equity or by statute or otherwise. No single or partial exercise by any party of any right, power, or remedy hereunder shall preclude any other or further exercise thereof.

13.2. If any legal action or other proceeding is brought for the enforcement of this Agreement, or because of an dispute, breach, default, or misrepresentation in connection with any provision of this Agreement, the successful or prevailing party or parties shall be entitled to recover reasonable attorney's fees, court costs, and all expenses (including taxes) even if not taxable as court costs (including, without limitation, all such fees, costs, and expenses incident to appeals), incurred in that action or proceeding, in addition to any other relief to which such party or parties may be entitled.

14. CONFLICT OF INTEREST

Contractor represents that it presently has no interest and shall acquire no interest, either direct or indirect, which would conflict in any manner with the performance of Services required hereunder, as provided for in Section 112.311, F.S. Contractor further represents that no person having any interest shall be employed for said performance of services. Contractor shall promptly notify SBCC in writing by certified mail of all potential conflicts of interest for any prospective business association, interest, or other circumstances which may influence or appear to influence Contractor's judgment or quality of Services being provided hereunder. Such written notification shall identify the prospective business association, interest or circumstances and the nature of work that Contractor may undertake. Contractor shall request an opinion by SBCC as to whether the association, interest, or circumstance would, in the opinion of SBCC, constitute a conflict of interest if entered into by Contractor. SBCC agrees to notify Contractor of its opinion by certified mail within thirty (30) calendar days of receipt of notification by Contractor. If, in the opinion of SBCC, the prospective business association, interest, or circumstance would not constitute a conflict of interest by Contractor, SBCC shall so state in its response, and Contractor may, at its option, enter into said association, interest, or circumstance and it shall be deemed not a conflict of interest with respect to the Services provided to SBCC by Contractor under the terms of this Agreement. If SBCC, in its sole discretion, determines that there is a conflict, Contractor shall not enter into or if already entered into, will immediately terminate such arrangement or Agreement with the subject business associate.

15. INDEPENDENT CONTRACTOR RELATIONSHIP

15.1. Contractor is, and shall be, in the performance of all Services and activities under this Agreement, an independent contractor, and not an employee, agent, or servant of SBCC. All persons engaged in any of the work or Services performed pursuant to this Agreement shall at all times, and in all places, be subject to Contractor's sole direction, supervision, and control. Contractor shall exercise control over the means and manner in which it and its employees perform the work, and in all respects to Contractor's relationship and the relationship of its employees to SBCC shall be that of an independent contractor and not as employees or agents of SBCC. Contractor does not have the power or authority to bind SBCC in any promise, agreement, or representation.

15.2. Nothing contained herein shall be deemed to create an association, partnership, joint venture, or relationship of principal and agent or master and servant among the Parties or any affiliate thereof, or to provide any Party hereto with the right, power, or authority whether expressed or implied, to create any such duty or obligation on behalf of any other Party.

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16. ARREARS

Contractor shall not pledge SBCC's credit or make it a guarantor of payment or surety for any agreement, debt, obligation, judgment, lien, or any form of indebtedness. Contractor further warrants and represents that it has no obligation or indebtedness that would impair its ability to fulfill the terms of this Agreement.

17. PUBLIC RECORDS

17.1. This Agreement is subject to and governed by the laws of the State of Florida, including without limitation Chapter 119, F.S., which generally makes public all records or other writings made by or received by the Parties. Contractor acknowledges its legal obligation to comply with Section 119.0701, F.S. Contractor shall keep and maintain public records, as that phrase is defined in the Florida Public Records Act, which would be required to be kept and maintained by SBCC in order to perform the scope of services. Contractor shall comply with all requirements for retaining public records and shall transfer, at no cost to SBCC, all public records in the possession of Contractor upon a request for such public records. See Section 119.0701(2)(b)4, F.S., for additional record keeping requirements.

17.2. A request to inspect or copy public records relating to SBCC's contract for services must be made directly to SBCC's Custodian of Public Records. If SBCC does not possess the requested records, SBCC's Custodian of Public Records shall immediately notify Contractor of the request. Contractor must provide a copy of the records to SBCC or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in Chapter 119, F.S. If Contractor does not timely comply with SBCC's request for records, SBCC shall be able to sue for breach of contract and the prevailing party shall be entitled to attorney's fees.

17.3. Should Contractor fail to provide the requested public records to SBCC within a reasonable time, Contractor understands and acknowledges that it may be subject to penalties under Sections 119.0701(3)(c) and 119.10, F.S.

17.4. Contractor shall not disclose public records that are exempt, or confidential and exempt, from public records disclosure unless specifically authorized by law for the duration of this Agreement term and following the completion, expiration, or termination of same if Contractor does not transfer the records to SBCC. Upon completion, expiration, or termination of this Agreement, Contractor shall transfer, at no cost to SBCC, all public records in its possession or keep and maintain public records required by SBCC to perform the services. If Contractor transfers all public records to SBCC, Contractor shall destroy any duplicate public records that are exempt, or confidential and exempt, from public records disclosure requirements. If Contractor keeps and maintains public records upon completion, expiration, or termination of this Agreement, Contractor shall meet all applicable requirements for retaining public records and provide requested records to SBCC pursuant to the requirements of this Article. All public records stored electronically must be provided to SBCC in a format that is compatible with the information technology systems of SBCC.

17.5. **IF CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, OR CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTRACTOR SHALL CONTACT THE SCHOOL DISTRICT'S CUSTODIAN OF PUBLIC RECORDS AT 900 WALNUT STREET, GREEN COVE SPRINGS, FLORIDA 32043, OR AT 904-336-6500, OR AT: PRR@MYONECLAY.NET**

18. CONTINGENT FEES

Contractor warrants that it has not employed or retained any company or person, other than a bona fide employee working solely for Contractor, to solicit or secure this Agreement and that it has not paid or agreed to pay any person, company, corporation, individual, or firm, other than a bona fide employee working solely for Contractor, any fee, commission, percentage, gift, or any other consideration contingent upon or resulting from the award or making of this Agreement.

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19. ACCESS AND AUDITS

Contractor shall maintain adequate records to justify all charges, expenses, and costs incurred in performing the services. All Contractors, contracts and subcontractors shall give access to the SBCC, the appropriate Federal agency, the Comptroller General of the United States, or any of their duly authorized representative to any books, documents, papers, and records of the Contractor which are directly pertinent to this specific RFP/contract for the purpose of making audit, examination, excerpts and transcriptions. All Contractors, contractors and subcontractors shall retain all records pertaining to this RFP/contract for three (3) years after SBCC makes final payment and all other pending matters closed.

20. NONDISCRIMINATION

Contractor warrants and represents that all of its employees are treated equally during employment without regard to race, color, religion, sex, age, national origin, sexual orientation, gender identity, or expression, and genetic information or any other category of persons protected pursuant to Florida law.

21. SURVIVAL

All covenants, agreements, representations, and warranties made herein, or otherwise made in writing by any party pursuant hereto, including but not limited to any representations made herein relating to disclosure or ownership of documents, shall survive the execution and delivery of this Agreement and the consummation of the transactions contemplated hereby. The insurance and indemnity provisions set forth in the Agreement shall survive the termination of the Agreement.

22. AUTHORITY

Contractor hereby represents and warrants that it has and will continue to maintain all licenses and approvals required to conduct its business, and that it will at all times conduct its business activities in a reputable manner.

23. COMPLIANCE WITH LAWS

Contractor agrees it shall comply with all applicable Federal, State, and Local laws, codes, ordinances, permitting, and regulations as well as applicable SBCC policies and regulations, rules, and guidelines in connection with the Services to be provided hereunder. Contractor shall obtain and possess throughout the term of this Agreement all licenses and permits required for its operations under Federal, Florida, and local laws and shall comply with all fire, health, and other applicable regulatory codes. SBCC agrees it shall comply with all applicable laws, codes, ordinances, permitting, and regulations in connection with the Services to be provided hereunder.

24. SEVERABILITY

In case of any one or more of the provisions contained in this RFP shall be for any reason be held to be invalid, illegal, unlawful, unenforceable or void in any respect, the invalidity, illegality, unenforceability or unlawful or void nature of that provision shall not affect any other provision and this RFP shall be considered as if such invalid.

25. NAMES; TRADEMARKS

Contractor shall acquire no rights under the Agreement to, and shall not use, The School Board of Clay County, either alone or in conjunction with or as part of any other name, word, mark, picture, logo, design, and/or trademark in any of Contractor's advertising, publicity, or promotion; to express or imply any endorsement by SBCC of its Services; or in any other manner without the prior review and written approval by SBCC. This clause shall survive the expiration or sooner termination of this Agreement.

26. PROTECTION AND HANDLING OF DATA

26.1. **Data Confidentiality -** Contractor shall implement appropriate measures designed to ensure the confidentiality and security of Protected Information. Contractor will provide SBCC with written notice before disclosing information so that SBCC may seek an appropriate protective order or other remedy. Contractor shall exercise commercially reasonable efforts to keep the Protected Information confidential.

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26.2. **Safekeeping and Security -** As part of the Services, Contractor will be responsible for safekeeping all keys, access codes, combinations, access cards, personal identification numbers, and similar security codes and identifiers issued to Contractor's employees, agents, or subcontractors. Contractor agrees to require its employees to promptly report a lost or stolen access device or information.

26.3. **Non-Disclosure –** Contractor is permitted to disclose Confidential Information to its employees, authorized subcontractors, agents, consultants, and auditors on a need to know basis only, provided that all such subcontractors, agents, consultants, and auditors have written confidentiality obligations to Contractor and SBCC.

27. NON-EXCLUSIVE AGREEMENT

The Parties understand and agree this Agreement is a non-exclusive agreement and the Parties hereto may participate in other comparable services to and from any other person or entity.

28. ENTIRETY OF AGREEMENT

SBCC and Contractor agree that this Agreement and any documents made a part thereof, sets forth the entire agreement between the Parties, that there are no promises or understandings other than those stated herein. None of the provisions, terms, and conditions contained in this Agreement may be added to, modified, superseded, or otherwise altered, except by written instrument executed by the Parties hereto. In the event a conflict arises, the Parties shall discuss any such conflict and the priority of controlling documents shall be as follows: this Agreement, the RFP 20-MA-319 solicitation, any addenda, and Contractor's response to the solicitation. Note that SBCC reserves the exclusive right to rectify any conflicts in its sole discretion.

29. CONSTRUCTION OF AGREEMENT

Each Party has participated in negotiating and drafting this Agreement, so if an ambiguity or a question of intent or interpretation arises, this Agreement is to be construed as if the Parties had drafted it jointly, as opposed to being construed against a Party because it was responsible for drafting one or more provisions of this Agreement.

30. OTHER CONDITIONS

30.1. **Legal Authority -** It is understood that those signing this Agreement have the legal authority to enter into binding Agreements. Contractor hereby certifies he/she is an authorized representative, officer or employee having authority to legally bind the company or firm by submitting the following information as firm's (Bidder and/or Contractor) RFP. Bidder agrees to complete and unconditional acceptance of the contents of all pages in its Request For Proposal (RFP), and all appendices and the contents of any Addenda released hereto; Bidder agrees to be bound to any and all specifications, terms, conditions contained in RFP, and any released Addenda and understands that the following are requirements of RFP; Bidder certifies its offer was made without prior understanding, agreement, or connection with any corporation, firm, business entity or person submitting an offer for the same services(s), and is in all respects fair and without collusion or fraud. Bidder acknowledges that all information contained herein is part of the public record as defined by State of Florida Sunshine and Public Records Laws; all responses, data and information contained in this RFP are true and accurate.

30.2. **Terms and Conditions -** This Agreement and RFP 20-MA-319 contain all the terms and conditions agreed upon by the Parties. Items incorporated by reference are physically attached hereto. No other Agreements, oral or otherwise, regarding the subject matter of this Agreement, shall be deemed to exist or to bind the Parties hereto.

31. NON-WAIVER

The failure of either Party to exercise or delay in exercising any right, power, or privilege provided for hereunder shall not be deemed a waiver thereof; nor shall any single or partial exercise of any such right, power, or privilege preclude any other or further exercise thereof, or the exercise of any other right, power, or privilege under this Agreement. No Party shall be deemed to have waived a right, power, or privilege provided for herein, unless such waiver is in writing and signed by the waiving Party.

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32. FORCE MAJEURE

Neither party to this Agreement shall be liable for delays or failures in performance under this Agreement (other than obligations relating to payment, confidentiality, and protection of ownership and intellectual property rights) resulting from acts or events beyond the reasonable control of such party (a "Force Majeure Event"), including acts of war, terrorism, acts of God, earthquake, flood, embargo, riot, sabotage, labor dispute, wide spread outbreak of disease or pandemic, governmental act, failure of the internet, power failure, or energy, utility, or telecommunications interruptions, provided that the delayed party: (i) gives the other party prompt notice of such cause; and (ii) uses its reasonable commercial efforts to promptly correct such failure or delay in performance. In the event that a Force Majeure Event lasts for more than 90 days, and the party experiencing the initial delay cannot correct its failure or delay in performance during that period of time, despite using its reasonable commercial efforts to do so, the other party may terminate the affected portions of this Agreement.

33. NOTICE

All formal notices, proposed changes, and determinations between the Parties hereto including, but not limited to, changes to the notification addresses set forth below, shall be in writing and shall be sufficient if mailed by United States mail, postage prepaid, to the parties at the contact information listed below:

THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA
Attention: Purchasing Department
800 Center Street
Green Cove Springs, FL 32043

ST JOHNS TURF CARE
Attention: Jeff Pilcher
1040 Hastings Federal Point Rd.
East Palatka, FL 32131

IN WITNESS WHEREOF, SBCC has made and executed this Agreement and Contractor has made and executed this Agreement on the day and year written below.

ST JOHNS TURF CARE

_____
Authorized Representative Signature

_____
Name & Title (Type or Print) Date

THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA

_____
Mary Bolla Date
School Board Chair

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Exhibit "A"

SCOPE OF SERVICES
per RFP 20-MA-319

SCOPE OF SERVICES – The District wishes to receive proposals for selection of a Contractor(s) to provide Athletic Field Maintenance Services at various schools and facilities from the date of award through March 31, 2022, with renewal options.

The goal of SBCC and these services is to enhance the athletic fields and improve the appearance and care for all sites. Contractor(s) shall service sites and coordinate services with SBCC Representatives for each site, and inform those representatives of all treatments, services and completion status of said services.

SBCC currently has 13 sites located throughout Clay County, Florida that may require services under this RFP. Addresses for those sites are included as Appendix A, and maps of those sites are included as Appendix B. Site review/visits can be arranged by contacting John Sgromolo at (904)336-6919 or via email at john.sgromolo@myoneclay.net. Upon written notification to the Contractor, sites shall be added, or deleted, at the sole discretion of the School Board.

These sites include baseball, softball, football and practice fields. SBCC reserves the right to add or delete sites as necessary for the duration of the contract. Contractor(s) shall be able to perform services at any SBCC site. Pricing submitted by Contractor(s) under this RFP will be held for any additional site based upon the pricing given herein.

The majority of orders under this RFP will be placed by the SBCC Representative for each site. Any and all work ordered under this RFP is **upon request**, on an as needed basis only. Therefore, no minimum or maximum amount of work is guaranteed.

THE SERVICES:

1.1 All work performed under this RFP will be in the best interest of safety at all times, especially when students are present in and around designated areas. No power equipment shall be operated in the vicinity of students during periods such as class change, recess, after school care, fire drills, etc. Proper operation of equipment to include installed manufacturer safety devices is the awarded contractor's responsibility. Shirts and work pants must be worn at all times.

1.2 The awarded Contractor(s) shall provide as required, all necessary labor, materials, equipment and transportation to provide complete athletic field maintenance and services as required by the SBCC, and as specified in this RFP.

1.3 The awarded Contractor(s) must comply with all local, state and federal codes and School Board Rules.

1.4 The awarded Contractor(s) shall be responsible for any damage to District property, personal property or visitor property due to negligence on the part of the awarded contractor's employees or agents. The awarded Contractor(s) agree to repair, at own expense, any damage that was caused by the awarded Contractor(s), their employees or their agents.

1.5 The awarded Contractor(s) will be responsible for the removal of any blemish, tarnish or marking left on District grounds resulting from the awarded contractor's equipment. Specifically, but not limited to, concrete.

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1.6 The awarded Contractor(s) shall, and in addition to all other guarantees, be responsible for faulty labor or workmanship and shall promptly correct improper work, without cost to the District, within 48 hours after receipt of notification of such faulty labor or workmanship. If the awarded Contractor fails within 48 hours to correct defects, the District shall be entitled to have such work remedied and the awarded contractor shall be fully liable for all costs and expense reasonably incurred by the District.

1.7 It is anticipated that most work will be accomplished Monday through Friday, taking into consideration holidays, or other school calendar days when the school may be closed. Any work disruptive to the operation of the school may require work to be performed after school hours or on a non-school day. Work performed on any day other than Monday through Friday must be cleared with the SBCC Representative prior to the commencement of the work.

1.8 If an unforeseen situation arises at any site that will affect the services, an authorized SBCC Representative will contact the awarded Contractor(s). The services may or may not be rescheduled, whichever is in the best interest of the District.

1.9 If conditions exist which prevent the awarded Contractor(s) from completing requested services, they must contact the appropriate SBCC Representative within 24 hours to reschedule remaining work.

1.10 TYPE OF SERVICE AND DESCRIPTION:
Contractor(s) shall be expected to perform the following types of services per the information contained herein. All of these services will be provided by the selected Contractor(s) **upon request** on any other applicable SBCC sites. This list of services is given for proposal purposes only and to inform vendors of the types of services that may be needed. This list does not limit or obligate SBCC.

- Weed Control and Management – Contractor will apply both liquid and granular herbicides to all fields as required to control all broad leaf weeds, sedges and grassy weeds on all fields and in accordance with plan agreed upon with SBCC Representatives.

- Insect Control and Management – Contractor will apply both liquid and granular insecticides as required to preventatively control turf damaging insects and fire ants and in accordance with plan agreed upon with SBCC Representatives.

- Fertilization – Contractor will apply both liquid and granular fertilizer to all fields as required to maintain turf color and vigor and in accordance with plan agreed upon with SBCC Representatives.

- Aeration – Contractor will aerate using tractor mounted equipment as required and in accordance with plan agreed upon with SBCC Representatives.

- Seed spreading and removal – Contractor will apply seeds using a tractor mounted spreader or walk behind drop spreader for infields and tight spaces. Removal of perennial rye grasses will be in accordance with plan agreed upon with SBCC Representatives.

- Verticutting – Contractor will verticut using tractor mounted equipment as required and in accordance with plan agreed upon with SBCC Representatives. Verticutting includes removal and disposal of debris on campus as directed by SBCC Representatives.

- Material Hauling (Infield Conditioner/Warning Track Material) – Contractor will haul all material in turf friendly trailers, and provide any required material.

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- Top Dressing – Contractor will apply top dressing as requested by SBCC Representatives.

- Rototilling – Contractor will rototill softball/baseball infields or any other needed areas.

- Fungus/Disease Control – Contractor will apply required fungicides on all fields as required to control nematodes and any other fungi and in accordance with plan agreed upon with SBCC Representatives.

- Sod Removal and Replacement – Contractor shall remove/add necessary sod to conform to dimensions required or as directed by SBCC. Sod will be supplied by Contractor.

- Optional and additional services to athletic fields as necessary as directed by SBCC. Optional services include:
    - Infield conditioner spreading
    - Warning track grading
    - Turf reconstruction
    - Replacement of sod where needed

1.11 Lead Supervisor shall meet with SBCC Representatives prior to the commencement of any project. Description of services and details for completion, methodology and any other pertinent information will be discussed.

1.12 Crew Supervision:
It is the responsibility of the Contractor's Lead Supervisor to direct their crew and employees and convey all pertinent information that was expressed prior to work commencement. The SBCC Representative will not be responsible for explaining work to the crew.

SERVICE PERFORMANCE:

2.1 The Contractor(s) shall have full responsibility for systematically and professionally servicing the agreed to areas as requested. Service will be as agreed upon by SBCC and Contractor(s) and proceed in a contiguous manner. If the minimum acceptable performance is not achieved for any area of the project within a reasonable time frame following project completion, additional service shall be the responsibility of the Contractor(s) at no cost to SBCC. A reasonable time frame is dependent upon scope of work and weather conditions.

2.2 SBCC will rely on Contractor(s) to utilize the best, safe and efficient methods for performing services for each of its sites. SBCC is open to work with Contractor(s) to utilize the best possible methods to perform service with as little interference to the site as possible.

2.3 Please note that all methods for performing services shall be approved by SBCC prior to use. Any method deemed unnecessary, inefficient or dangerous to the site shall not be performed at any site.

2.4 Contractor(s) may also perform these additional miscellaneous services:
- Professional assistance to determine possible solutions to issues with Athletic Fields.
- Provide pricing proposals on athletic field maintenance as requested.

2.5 The Contractor(s) shall immediately notify the SBCC Representative upon discovery of any new or problematic issues. SBCC will be the sole determiner if action is required.

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2.6 HERBICIDE/INSECTICIDE/CHEMICAL APPLICATION:

Contractor(s) will be permitted to use herbicides/insecticides/chemicals in certain areas to assist in the performance of services under this RFP. Contractor(s) will be responsible to provide any and all herbicides, insecticides or other chemicals/materials necessary to perform services. Contractor(s) shall ensure that all restricted-use pesticides/herbicides/chemicals will be applied only by employees licensed by the Florida Department of Agriculture and Consumer Services with the appropriate Commercial Applicator License. That license will be a Category 3 Ornamental and Turf Pest Control License. Contractor(s) shall provide copies of these licenses within 24 hours of request. Failure to do so will result in the proposal being considered non-responsive. Furthermore, at no time shall any chemical be applied when any students or staff members are present in the immediate area. Any violation will be cause for immediate termination of contract from site or all sites.

Contractor(s) will be expected to comply with all herbicide/insecticide/chemical labels in its applications. ALL CHEMICALS SHALL BE USED IN ACCORDANCE WITH THEIR LABEL INSTRUCTIONS. Contractors will provide SBCC Representatives with a Material Safety Data Sheet (MSDS) for any chemical they apply, every time they apply it. The Contractor is liable for any penalty, fines, or damages resulting from the misuse of chemicals.

Contractor(s) shall list on the included sheet (Pricing Section D), any chemicals that will have a high usage in the work described herein. Chemical information shall include name, brand name, manufacturer, EPA Registration #, any model or MSDS # applicable and a brief description/purpose of usage. Please note it is not necessary to submit MSDs with RFP for those chemicals listed. Any and all MSDS will be collected from Contractor(s) after award and prior to usage.

Any and all chemicals must be approved by SBCC prior to usage.

While on the job site all chemicals must be kept secured at all times and handled in leak free containers per any and all applicable laws.

The Contractor is responsible for any leaks, spills, environmental damage, or theft of materials from the job site and for reporting quantities to the Florida Department of Environmental Protection in such cases. The Contractor shall be responsible for immediate work stoppage and clean-up operation in the event of any spill of herbicide, petroleum product or other hazardous material. The Contractor shall have on site at all times, appropriate first-aid and spill kit(s).

The Contractor shall properly dispose of chemical containers as set forth in the label instructions and in accordance with applicable federal, state and local requirements.. SBCC dumpsters are not to be utilized at any time during the course of the contract and all empty chemical containers will be removed by Contractor from site.

At no time will any chemical or spray be permitted to be used around or near playgrounds, playground equipment or on P.E. fields or equipment. Any violation will be cause for immediate termination at site and possible termination from all contracted sites.

Throughout the duration of the contract, it is understood that newly researched chemical products may become available. SBCC may consider these chemicals as they are made available. Contractor(s) shall meet with SBCC to discuss alternate products or new technologies that may increase efficiency, safety and/or be more environmentally safe at any time during the course of the contract. Any new product will be reviewed and either rejected or accepted at SBCC’s discretion.

Contractor(s) will be responsible for suppling their personnel with any and all personal protective equipment for their operators. Failure to do so may be grounds for termination of contract.

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2.7 ESTIMATES:
At the request of SBCC, Contractor(s) will provide estimates. At the time of the request, an authorized SBCC Representative will contact the awarded Contractor(s) and give a detailed description and further specifications of the project at hand. Contractor shall provide written, "not to exceed" estimates on all services as directed by the SBCC Representative. Contractor(s) should familiarize themselves with the extent of the work for each service/project to be performed and any conditions that may in any manner affect the work to be done and the equipment, materials and labor required. Estimates shall be priced per all pricing submitted under this RFP, to include the labor and itemized material list, number of calendar days required for project completion and lead time before work can commence. Contractor(s) should also include an assessment of any site or additional repairs to larger damaged areas or any other general observation of interest to the SBCC Representative.

After the initial contact by SBCC and response from Contractor(s), a meeting may take place prior to estimate being submitted. A meeting should be scheduled within three (3) to five (5) days from the original response. Written estimates shall be provided within five (5) business days of either the initial contact or any meeting. It shall be the Contractor's responsibility to ensure they have all information to prepare accurate estimates and to respond accordingly to SBCC. All estimates shall be clearly broken down using pricing from this RFP.

Estimates on projects may be utilized to determine if projects are cost effective and fiscally allowable by SBCC. Contractor(s) may expect to submit estimates that may be changed, altered or rejected. When an estimate has been approved, a purchase order will be issued and authorization to commence the project will be given by the SBCC Representative. **No work shall commence without a purchase order and District authorization.**

2.8 SBCC reserves the right to add supplementary specifications to any service(s) that fall under the scope of this RFP. Supplementary specifications may be for larger or special circumstances, at the time of said project. A price may be negotiated at the time if necessary for any supplementary specifications.

2.9 In the event additional work is required outside of an approved or scheduled service or project, the Contractor shall not proceed without the written approval of SBCC. This includes any emergencies that may arise. The Contractor shall be forewarned that only the SBCC Representative may order or approve work to be performed.

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Exhibit "B"

FEES FOR SERVICES
Per St Johns Turf Care
RFP 20-MA-319 Price Proposal

PRICING

A. Standard Services – Fixed Labor Rates*:*

Contractor(s) are expected to provide a rate for each of the specific services listed below, that shall include all supervision, labor costs, equipment, machinery, insurances, overhead, vehicle use charges, profit, travel time, mileage; and all tools or hand tools normally associated with the trade or industry standard and be exclusive of taxes as well as any other items necessary for the proper execution and completion of any services rendered under this RFP. **No additional charges or hidden costs shall be allotted during the course of the contract.** Contractor(s) shall provide pricing for all items listed below, failure to do so shall be cause for proposal to be deemed non-responsive.

	Service		Cost Per Application	Per
1.	Herbicide Application	Liquid	$45	Acre
		Granular	$45	Acre
2.	Insecticide Application	Liquid	$45	Acre
		Granular	$45	Acre
3.	Fertilizer Application	Liquid	$45	Acre
		Granular	$45	Acre
4.	Fungus / Disease control	Liquid	$45	Acre
		Granular	$45	Acre
5.	Aeration – Football Stadium		$500 with cleanup $250 without cleanup	Acre
6.	Aeration – Baseball		$500 with cleanup $250 without cleanup	Acre
7.	Aeration – Softball		$500 with cleanup $250 without cleanup	Acre
8.	Verticutting – Football Stadium		$500	Acre
	Verticutting – Baseball		$500	Acre
	Verticutting – Softball		$500	Acre
	Rototill – Football Stadium		N/A	
	Rototill – Baseball		$1250 (will include laser grade)	Field
	Rototill – Softball		$1250 (will include laser grade)	Field
	Top Dressing – Football Stadium		$500	24 Ton Load
	Top Dressing – Baseball		$500	24 Ton Load
	Top Dressing – Softball		$500	24 Ton Load
9.	Sod removal / replacement		$1.50	Square Foot

B. Additional Services – Fixed Labor Rates:

Contractor shall supply hourly labor rates below for any and all **additional services** that are similar in scope and intent of this RFP or for work at the request of SBCC. Rates shall be provided for a Lead Supervisor and technician. All labor rates shall include the use of truck, tools and all other items necessary for satisfactory service. Rates shall be provided for standard business hours (M-F, 7am to 5pm) and non-standard business hours (anytime/day outside of standard business hours). All hourly rates and times shall start on the "job site". Any travel time expenses shall be borne by the Contractor and will not be reimbursed by SBCC.

Trade	Standard Hourly Rate	Non Standard Hourly Rate
Lead Supervisor	$156.25	$
Technician	$156.25	$
Other:	$156.25	$
Other:	$156.25	$

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C. Optional Services - Fixed Labor Rates:
Contractor(s) may provide a rate for each of the optional specific services listed herein, that shall include all supervision, labor costs, equipment, machinery, insurances, overhead, vehicle use charges, profit, travel time, mileage; and all tools, or hand tools normally associated with the trade or industry standard and be exclusive of taxes as well as any other items necessary for the proper execution and completion of any services rendered under this RFP. **No additional charges or hidden costs shall be allotted during the course of the contract.**

	Service	Cost	Per
	Warning track grading	$25	Square Foot
	Infield Conditioner spreading	$23	Square Foot
	Rye seed spreading	$250	Acre
	Rye Grass removal	$75	Acre

D. Chemicals/Materials/Sand/Seed/Infield Conditioner:
Any and all chemicals, materials, sand, seeds or conditioners directly related to the services described herein shall be noted below unless otherwise noted in this RFP. Please list any below that may have high usage under this RFP, along with the markup percentage. Chemical pricing is per pound for granular and per gallon for liquid. Sand, seed and infield conditioner pricing is per 50lb bag.

Name	Brand	Manufacturer	EPA#	MSDS#	Usage	Price
						___% above cost
						___% above cost
						___% above cost
						___% above cost
						___% above cost
						___% above cost
						___% above cost
						___% above cost
						___% above cost
						___% above cost
						___% above cost
						___% above cost
List an overall % above cost to products that Contractor can supply but that are not listed above.						20% above cost

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SUBMIT RFP TO:

SCHOOL BOARD OF CLAY COUNTY
PURCHASING DEPARTMENT

800 Center Street
Green Cove Springs, Florida 32043

REQUEST FOR PROPOSAL

Acknowledgement Form

Page 1 of 42 Pages	RFP WILL BE OPENED AT: **2:00 P.M. SEPTEMBER 22, 2020** and may not be withdrawn within 90 days after such date and time.	RFP NO. **20-MA-319**

POSTING TIME & DATE	PURCHASING DEPARTMENT REPRESENTATIVE	RFP TITLE
10:00 A.M. AUGUST 11, 2020	**Scott Schultz, Procurement Coordinator** **Email: Scott.Schultz@myoneclay.net**	**ATHLETIC FIELD MAINTENANCE SERVICES – COUNTY WIDE**

CONTRACTOR NAME	"NO RFP" REASON FOR NOT SUBMITTING RFP
	To qualify as a respondent, bidder shall submit only this bidder acknowledgement form and it shall be received no later than the stated RFP opening date and hour.
CONTRACTOR MAILING ADDRESS	_____ **AUTHORIZED SIGNATURE (MANUAL)**
CITY-STATE-ZIP	_____ **AUTHORIZED SIGNATURE (TYPED or PRINTED)**
TELEPHONE NUMBER: ( )	
FAX NUMBER: ( )	_____ **TITLE**
EMAIL ADDRESS:	

I hereby certify that I am submitting the following information as my firm's (Bidder and/or Contractor) RFP and am authorized as the Bidder and/or Contractor to do so. Bidder agrees to complete and unconditional acceptance of the contents of all pages in this Request For Proposal (RFP), and all appendices and the contents of any Addenda released hereto; Bidder agrees to be bound to any and all specifications, terms, conditions contained in RFP, and any released Addenda and understand that the following are requirements of RFP and failure to comply will result in disqualification of RFP submitted; Bidder certifies this offer is made without prior understanding, agreement, or connection with any corporation, firm, business entity or person submitting an offer for the same materials, supplies, equipment, or services(s), and is in all respects fair and without collusion or fraud. Bidder acknowledges that all information contained herein is part of the public record as defined by State of Florida Sunshine and Public Records Laws; all responses, data and information contained in this RFP are true and accurate.

SEALED RFP: All RFP sheets, requested documents, and this acknowledgement form must be executed and submitted in a sealed envelope. (DO NOT INCLUDE MORE THAN ONE PROPOSAL PER ENVELOPE.) The face of the envelope shall contain, in addition to the above address, the RFP number, date and time of the RFP opening and the company name. All RFPs are subject to the conditions specified herein. Those which do not comply with these conditions are subject to RFP being considered Non-Responsive.

SIGNATURE REQUIRED CHECKLIST:

Documents shall be submitted with RFP
X REQUEST FOR PROPOSAL ACKNOWLEDGEMENT FORM (Page 1)
X SPECIAL CONDITIONS (Page 9)
X PRICING TABLES (Page 16)
X DISCLOSURE OF POTENTIAL CONFLICT OF INTEREST (Page 34)
X CERTIFICATION REGARDING NON-DISCRIMINATING (Page 35)
X CERTIFICATION REGARDING LOBBYING (Page 36)
X CERTIFICATION REGARDING DEBARMENT, SUSPENSION (Page 37)
X DRUG-FREE WORKPLACE CERTIFICATION (Page 38)
X BIDDER'S STATEMENT PRINCIPAL PLACE BUSINESS (Page 39)
X NON-COLLUSION AFFADAVIT (Page 40)
X PROPOSAL CERTIFICATION (Page 42)

SUBMITTAL REQUIRED CHECKLIST:

Documents submitted with RFP.

X APPLICANT STATEMENT–BACKGROUND INFORMATION (Page 41)

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GENERAL CONDITIONS

SEALED RFP REQUIREMENTS: Unless otherwise specified, bidders shall use the form(s) furnished by the Purchasing Department, of the School Board of Clay County, Florida ("SBCC" or "District") and enter information only in the spaces where a response is requested. Any modifications or alterations to the original RFP documents by the bidder, whether intentional or otherwise, may constitute grounds for rejection of a RFP. Bidders may use an attachment as an addendum to the RFP if sufficient space is not available on the original form for the bidder to enter a complete response. For purpose of evaluation, the bidder shall indicate any and all variances from specifications, terms, and/or conditions regardless of how slight. If variations are not stated in the RFP, it shall be assumed that the product or service fully complies with the specifications, terms, and conditions herein.

BIDDER'S RESPONSIBILITY: It is the responsibility of the Bidder to be certain that all numbered pages of the RFP and all attachments thereto are received and all Addendum released are received prior to submitting a RFP without regard to how a copy of this RFP was obtained. All RFPs are subject to the conditions specified herein, on the attached RFP documents, and on any Addenda issued thereto.

RFP SUBMITTED: Completed RFP must be submitted in a sealed envelope with RFP number and name clearly typed or written on the front of the envelope. **RFPs must be time stamped in SBCC Purchasing Department on or before Due Date and Time listed on Acknowledgement Form. The address for RFP submittal, including hand delivery and overnight courier delivery, is indicated as: 800 Center Street, Green Cove Springs, Florida 32043.** RFPs submitted by telegraphic, email, or facsimile transmission shall not be accepted. The Bidder is fully and completely responsible for the payment of all delivery costs associated with the delivery of their RFP or related material. Procurement and Warehousing Services shall not accept delivery of any RFP or related material requiring SBCC to pay for any portion of the delivery cost or the complete delivery cost.

EXECUTION OF RFP: RFP shall contain a manual signature of an authorized representative, officer or employee having authority to legally bind the company or firm in the space provided above. All RFPs must be completed in ink or typewritten. Use of erasable ink is not permitted.

If a price correction is necessary, draw a single line through the entered figure and enter the corrected figure or use an opaque correction fluid. All price corrections must be initialed by the person signing the RFP even when using opaque correction fluid. SBCC reserves the right to reject any RFP or RFP item completed in pencil or any RFP that contains illegible entries or price corrections not initialed.

PRICES QUOTED: Deduct discounts and quote firm net prices. Give both unit price and extended total. Prices must be stated in units to quantity specified in the RFP specification. In case of discrepancy in computing the amount of the RFP, the **Unit Price** quoted shall govern. Each item must be RFP separately and no attempt is to be made to tie any item or items in with any other item or items. All prices quoted shall be F.O.B. destination and freight prepaid (Bidder pays and bears freight charges). Awardee owns goods in transit and files any claims. Bidder is requested to offer a cash discount for prompt invoice payment, however such discounts shall not be considered in determining the lowest net cost for RFP evaluation purposes. Discount time shall be computed from the date of satisfactory delivery at place of acceptance or from receipt of correct invoice at the SBCC Accounts Payable Department, whichever is later. *Cash or quantity discounts offered shall not be a consideration in determination of award of RFP(s).*

TAXES: SBCC does not pay Federal Excise and State taxes. The applicable tax exemption number is shown on the Purchase Order.

MISTAKES: Bidders are expected to examine the specifications, delivery schedules, RFP prices and extensions, and all instructions pertaining to supplies and services. Failure to do so shall be at Bidder's risk.

CONDITION AND PACKAGING: It is understood and agreed that any item offered or shipped as a result of this RFP shall be new (current production model at the time of this RFP) unless otherwise specified. All containers shall be suitable for storage or shipment and all prices shall include standard commercial packaging.

SUBSTITUTIONS: SBCC *SHALL NOT* accept substitute shipments of any kind. Awardees are expected to furnish the brand quoted in their RFP once awarded by SBCC. Any substitute shipments shall be returned at the Awardee's expense.

MANUFACTURER'S NAMES AND APPROVED EQUIVALENTS: Any manufacturer's names, trade names, brand names, information, and/or catalog numbers listed in a specification are for information and not intended to limit competition. The bidder may offer any brand for which he is an authorized representative, which meets or exceeds the specification for any item(s). If RFPs are based on equivalent products, indicate the manufacturer's name and product number on the RFP form. Bidder shall submit cuts, sketches, and descriptive literature and/or complete specifications with their RFP. Reference to literature submitted with a previous RFP shall not satisfy this provision. The bidder shall also explain in detail the reason(s) why the proposed equivalent meets the specifications and should not be considered an exception thereto. The SBCC reserves the right to determine acceptance of item(s) as an approved equivalent. RFPs that do not comply with these requirements are subject to rejection. RFPs lacking any written indication of intent to RFP an alternate brand shall be received and considered in complete compliance with the specifications as listed on the RFP form. The Purchasing Department is to be notified of any proposed changes in (a) materials used, (b) manufacturing process, or (c) construction. However, changes shall not be binding upon the SBCC unless evidenced by a Change Notice issued and signed by authorized SBCC representative.

SAMPLES: Samples of items, when required, must be furnished free of expense within five (5) working days of request unless otherwise stated and, if not destroyed, will, upon request, be returned at the Bidder's expense. Bidders shall be responsible for the removal of all samples furnished within 30 days after RFP opening. All samples shall be disposed of after 30 days. Each individual sample must be labeled with Bidder's name, RFP number and item number. Failure of Bidder to either deliver required samples or to clearly identify samples as indicated may be reason for rejection of the RFP item. Unless otherwise indicated, samples should be delivered to SBCC Purchasing Department, 800 Center Street, Green Cove Springs, FL 32043.

DELIVERY: All deliveries shall be F.O.B. indicated destination, freight fully prepaid. Title to the goods shall pass to SBCC upon receipt and acceptance at the destination unless indicated otherwise herein. Until acceptance, the Contractor retains the sole insurable interest in the goods. The SBCC shall not accept collect freight charges. Time of delivery is an important consideration for the SBCC in making the award. The SBCC reserves the right to cancel any order, or any part thereof, without obligation if delivery is not made within the time specified. Any delivery made after cancellation of the order shall be returned at the Contractor's expense. Delivery shall be within the normal working hours of the user, Monday through Friday, excluding state holidays and days during which SBCC administration is closed.

AWARDS: In the best interest of the SBCC, the SBCC reserves the right to: 1) withdraw this RFP at any time prior to the time and date specified for the RFP opening; 2) make award(s) by individual item, group of items, all or none or a combination thereof with one or more suppliers; 3) to acquire additional quantities at prices quoted on this RFP unless additional quantities are not acceptable, in which case, the RFP sheets must be noted "RFP IS FOR SPECIFIED QUANTITY ONLY."; 4) to reject any and all RFPs or waive any minor irregularity or technicality in RFPs received; and 5) when it is determined there is no competition to the lowest responsible bidder, evaluation of other RFPs are not required. Bidders are cautioned to make no assumptions unless their RFP has been evaluated as being responsive. Upon award of this RFP, the successful bidder shall be notified of the award configuration in writing by the Purchasing Department. The bidder who is awarded this contract resulting from this RFP is cautioned not to provide goods and services to any SBCC site or to any SBCC employee prior to receiving a purchase order issued by the SBCC Purchasing Department. Notification of award is not to be construed as authorization to provide goods or services. The SBCC is not obligated to pay invoices for the provision of goods or services for which the SBCC Purchasing Department has not issued a purchase order, or invoices resulting from purchase order changes not authorized by the SBCC. All awards made as a result of this RFP shall conform to applicable Florida Statutes and shall be governed by the laws of the State of Florida, and must have venue established in the state court located in Clay County, Florida.

RFP OPENING: All RFPs shall be received no later than the date and time specified on the document. All RFPs received after that time shall not be considered. It is the bidder's responsibility to assure that their RFP is delivered at the proper time and place of the RFP opening. RFPs, which for any reason are not so delivered, shall not be considered. The public opening shall acknowledge receipt of the RFPs only, details concerning pricing or the offering may not be announced. All RFPs submitted shall become public record in accordance with F.S. 119.071. RFP files may be examined during normal working hours by appointment.

PROPRIETARY INFORMATION: Pursuant to Chapter 119, Florida Statutes, RFPs received as a result of this RFP shall not become public record until thirty (30) days after the date of opening or until posting of the recommendation for award, whichever occurs first. Thereafter, all RFP documents or other materials submitted by all Bidders in response to this RFP shall be open for inspection by any person and in accordance with Chapter 119, Florida Statutes. To the extent a Bidder asserts any portion of its RFP is confidential and exempt, long with specific citations of the Florida Statutes establishing the confidentiality or exemption. Failure to identify the portions of the RFP claimed to be exempt or the specific statutory authority establishing the exemption shall be deemed a waiver by the Bidder that any unidentified portion of the RFP is confidential or exempt from disclosure under Chapter 119, Florida Statutes.

PUBLIC RECORDS REQUEST: All public records requests shall be administered by the District Records Office at 900 Walnut Street, Green Cove Springs, Florida 32043, phone 904.336-6500, or by email at: PRR@myoneclay.net The Public Records Request Procedure form is available online at https://www.oneclay.net/domain/5052

INSPECTION, ACCEPTANCE & TITLE: Inspection and acceptance shall be at destination unless otherwise provided. Title to/or risk of loss or damage to all items shall be the responsibility of the Awardee until acceptance by the buyer unless loss or damage resulting from negligence by the buyer. If the materials or services supplied to SBCC are found to be defective or not conform to specifications, SBCC reserves the right to cancel the order upon written notice to the seller and return product at Awardee's expense.

PAYMENT AND INVOICING: Contractor shall be paid in accordance with the Florida Prompt Payment Act, Florida Statutes Chapter 218, upon submission of invoices to the SBCC at the prices stipulated on the contract at the time the order is placed, less deductions if any, after delivery and acceptance of goods in accordance with the Florida Prompt Payment Act. An original invoice referencing a SBCC purchase order number shall be submitted for payment to

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GENERAL CONDITIONS

SBCC Accounts Payable Department, 814 Walnut Street, Green Cove Springs, FL 32043. Failure to follow these instructions may result in delay in processing invoices for payment.

INSURANCE / LICENSES / PERMITS: Bidder, by virtue of submitting a RFP, shall be in full compliance with LIABILITY INSURANCE, LICENSES AND PERMITS as specified herein. Bidder shall take special notice that SBCC shall be named as an additional insured under the General Liability policy including Products Liability.

The insurance policies shall be issued by companies qualified to do business in the State of Florida. The insurance companies must be rated at least A- by AM Best. All policies must remain in effect during the performance of the contract.

Where Awardees are required to enter or go onto SBCC property to deliver materials or perform work or services as a result of a RFP award, the Awardee agrees to The Hold Harmless Agreement stated herein and shall assume the full duty obligation and expense of obtaining all necessary licenses, permits and insurance. The Awardee shall be liable for any damages or loss to SBCC occasioned by negligence of the Awardee (or agent) or any person the Awardee has designated in the completion of the Contract as a result of their RFP.

RFP BONDS / PERFORMANCE BONDS: RFP bonds, when required, shall be submitted with the RFP in the amount specified in Special Conditions. RFP bonds shall be returned to non-Awardees. After acceptance of RFP, SBCC shall notify the Awardee to submit a performance bond and certificate of insurance in the amount specified in Special Conditions. Upon receipt of the performance bond, the RFP bond shall be returned to the Awardee.

LICENSES, CERTIFICATIONS AND REGISTRATIONS: As of the RFP Opening Date, Bidder must have all Licenses, Certifications and Registrations required when performing the services as described herein, in order for RFP to be considered a responsive and responsible RFP. Licenses, Certifications and Registrations required for this RFP shall be as required by Chapter 489, Florida Statutes, as currently enacted or as amended from time to time; by the State Requirements for Educational Facilities (SREF), latest version; and by SBCC. Bidder must submit a copy of all its current Licenses, Certifications and Registrations required as described herein, either with its RFP or within 24 hours upon request by SBCC.

An Awardee who has any License, Certification or Registration either suspended, revoked or expired after the date of the RFP Opening, shall provide notice to the Supervisor of Purchasing within five working days of such suspension, revocation or expiration. However, such suspension, revocation or expiration after the date of the RFP Opening shall not relieve the Awardee of its responsibilities under this RFP.

PATENTS & ROYALTIES: The Awardee, without exception, shall indemnify and save harmless SBCC and its employees from liability of any nature or kind, including cost and expenses for any copyrighted, patented, or unpatented invention, process, or article manufactured or used in the performance of the contract, including its use by SBCC. If the Awardee uses any design, device, or materials covered by letters, patent, or copyright, it is mutually understood and agreed without exception that the RFP prices shall include all royalties or cost arising from the use of such design, device or materials in any way involved in the work.

SAFETY STANDARDS / OSHA / MSDS: The Awardee warrants that the product supplied to SBCC shall conform in all respects to the standards set forth in the Occupational Safety and Health Act OSHA), as amended, and the failure to comply with this condition shall be considered as a breach of contract. The bidder further certifies that if they are the successful bidder and delivered product is subsequently found to be deficient pursuant to any OSHA requirement in effect on the date of delivery, all costs necessary to bring the material, equipment, etc. into compliance with aforementioned requirements shall borne solely by the bidder. The Manufacturer, Importer, or Distributor of a toxic substance shall provide all Material Safety Data Sheets (MSDS) with their RFP. (See Florida's Right-To-Know Law, Chapter 442, Florida Statutes.)

ASBESTOS / FORMALDEHYDE / LEAD-FREE: All building materials, pressed boards, and furniture supplied to SBCC shall be **100% asbestos free. It is desirous that all building materials, pressed boards and furniture supplied to SBCC also be 100% formaldehyde free.** Bidder, by virtue of bidding, certifies by signing RFP that, if awarded this RFP, only building materials, pressed boards, and/or furniture that is **100% asbestos free** shall be supplied. All material supplied to SBCC must be 100% lead free. Bidder, by virtue of signing RFP, certifies that only materials or equipment that is 100% lead free shall be supplied to SBCC.

CONTRACT WORK HOURS & SAFETY STANDARDS ACT: (34 CFR 80.36(i)(6)): All Contractors, contractors and subcontractors shall comply with sections 103 and 107 of the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-330) as supplemented by Department of Labor regulations (29 CFR part 5). Applies to all construction contracts awarded by the district and subgrantees in excess of $2000, and in excess of $2500 for other contracts which involve the employment of mechanics or laborers).

TOXIC SUBSTANCES IN CONSTRUCTION, REPAIR OR MAINTENANCE OF EDUCATIONAL FACILITIES: (Fla. Statute 1013-49: (1) All toxic substances enumerated in the Florida Substance List that are to be used in the construction, repair or maintenance of educational facilities have restricted usage provisions. (2) Before any such substance may be used the contractor shall notify the SBCC Superintendent or the SBCC Project Manager/Supervisor in writing at least three (3) working days prior to using the substance. The notification shall contain: (a) The name of the substance to be used; (b) Where the substance is to be used: and (c) When the substance is to be used. A copy of a material safety data sheet shall be attached to the notification for each such substance.

GOVERNMENTAL RESTRICTIONS: In the event any governmental restrictions may be imposed which would necessitate alteration of the material, quality, workmanship or performance of the items offered on this proposal prior to their delivery, it shall be the responsibility of the supplier to notify the Purchasing Department in writing at once indicating in their submittal the specific regulation that required an alteration. The SBCC reserves the right to accept any such alteration, including any price adjustments occasioned thereby, or to cancel the contract at no expense to the SBCC.

FACILITIES: SBCC reserves the right to inspect the Awardee's facilities at any time with prior notice. RFPs shall be considered only from firms which are regularly engaged in the business of providing the goods and/or services as described in this RFP, have a record of performance for a reasonable period of time; have sufficient financial support equipment and organization to ensure that they can satisfactorily execute the services if awarded a contract under the terms and conditions herein stated. The term "equipment and organization" as used herein shall be construed to mean a fully equipped and well-established company in line with best business practices in the industry and as determined in discretion by the proper authorities of the SBCC. SBCC may use the information obtained from this in determining whether Bidder is a responsible Bidder.

SPECIAL CONDITIONS: The Superintendent or Designee has the authority to issue Special Conditions and Specifications as required for individual RFPs. Any and all Special Conditions that may vary from General Conditions shall have precedence.

DISPUTES: in the event of a conflict between the documents, the order of priority of the documents shall be as follows:

Addenda released for this RFP, with the latest Addendum taking precedence, then;

The RFP; then

Bidder's submitted RFP.

In case of any other doubt or difference of opinion, the decision of SBCC shall be final and binding on both parties.

EXPENDITURE: No guarantee is given or implied as to any sums payable or the quantity or scope of any award under this RFP. SBCC is not obligated to place any order for goods/services as a result of this award. Order placement shall be based upon the needs and best interest of SBCC.

EXTENSION: In addition to any extension options contained herein, SBCC is granted the right to extend any award resulting from this RFP for the period of time necessary for SBCC to release, award and implement a replacement RFP for the goods, products and/or services provided through this RFP. Such extension shall be upon the same prices, terms and conditions as existing at the time of SBCC's exercise of this extension right. The period of any extension under this provision shall not be for a period in excess of six months from (a) the termination date of a contract entered into as a result of this RFP or (b) the termination date under any applicable period of extension under a contract entered into as a result of this RFP.

ASSIGNMENT: Neither any award of this RFP nor any interest in any award of this RFP may be assigned, transferred or encumbered by any party without the prior written consent from SBCC. There shall be no partial assignments of this RFP including, without limitation, the partial assignment of any right to receive payments from SBCC. The successful Contractors shall not assign, transfer, convey, sublet, or otherwise dispose of this contract, or of any or all rights, title or interest herein, or their power to execute such contract to any person, company, or corporation without prior written consent of SBCC. The successful Contractors have the sole and exclusive responsibility for furnishing services in accordance with this contract. The successful Contractor obligations cannot be delegated.

PURCHASE AGREEMENT: This RFP and the corresponding Purchase Orders shall constitute the complete agreement. SBCC shall not accept proposed terms and conditions that are different than those contained in this Invitation to RFP, including pre-printed text contained on catalogs, price lists, other descriptive information submitted or any other materials. By virtue of submitting a RFP, Awardee agrees to not submit to any SBCC employee, for signature, any document that contains terms and conditions that are different than those contained herein and that in the event any document containing any term or condition that differs from those contained herein is executed, said document shall not be binding on SBCC.

FISCAL NON-APPROPRIATIONS CLAUSE: In the event sufficient budgeted funds are not available for a new fiscal period, the purchasing department shall notify the Contractor of such an occurrence and the RFP and any resulting contract shall terminate on the last day of the current fiscal period without penalty or expense to the SBCC.

TIED RFP: In the event of tied or identical RFPs, preference shall be given to the RFP which certifies that a drug-free workplace has been implemented in accordance with Section 287.087 F.S. If all tied RFPs have a drug-free workplace program certification, then preference shall be given to the bidder whose business is physically located in Clay County, Florida. If neither Contractor is located in Clay County, Florida then preference shall be given to the bidder whose business is physically located in the State of Florida. If more than one tied bidder is located in Clay County, Florida or if no tied bidder or more than one tied bidder is located in the State of Florida, the award of the tied RFP shall be decided by the flip of a coin in the

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presence of witnesses. The coin flip shall be administered by the Supervisor of Purchasing who shall designate the calling of heads or tails.

LOBBY: Bidders are hereby advised that they shall not lobby with any School District personnel or SBCC Members regarding this RFP. All oral or written inquiries shall be directed through the Purchasing Department. Lobbying is defined as any action taken by an individual, firm, association, joint venture, partnership, syndicate, corporation, and all other groups who seek to influence the governmental decision of a Board Member or School District Personnel on the award of this contract. Any bidder or any individuals that lobby on behalf of a bidder shall result in the rejection/disqualification of said RFP.

ETHICS: All bidders shall comply with the requirements of law regarding ethics as set forth in Chapter 112, Florida Statutes, and rules promulgated by the Florida Commission of Ethics.

ACCESS TO RECORDS: (34 CFR 80.36 (i)(10): All Contractors, contracts and subcontractors shall give access to the SBCC, the appropriate Federal agency, the Comptroller General of the United States, or any of their duly authorized representative to any books, documents, papers, and records of the Contractor which are directly pertinent to this specific RFP/contract for the purpose of making audit, examination, excerpts and transcriptions.

RECORDS RETENTION: (34 CFR 80.36(i)(11)): All Contractors, contractors and subcontractors shall retain all records pertaining to this RFP/contract for three (3) years after SBCC makes final payment and all other pending matters closed.

CLEAR AIR ACT (34 CFR 80.36(i)(12)): All Contractors, contractors and subcontractors shall comply with all applicable standards, orders, or requirements issued under section 306 of the Clean Air Act (42 U.S.C. 11857 (h)), section 508 of the Clean Water Act (33 U.S.C. 1368), Executive Order 11738, and Environmental Protection Agency regulations (40 CFR part 15). (Applies to contract, subcontracts and subgrants of amounts in excess of $100,000).

ENERGY EFFICIENCY (34 CFR 80.36(i)(13): All Contractors, contractors and subcontractors shall comply with mandatory standards and policies relating to energy efficiency which are contained in the state energy conservation plan issued in compliance with the Energy Policy and Conservation Act (pub. L. 94-163, 89 Stat.871).

EQUAL EMPLOYMENT OPPORTUNITY (34 CFR 80.36(i)(3)): All Contractors, contractors and subcontractors shall comply with Executive Order 11246 of September 24, 1965, entitled "Equal Employment Opportunity" as amended by Executive Order 11375 of October 13, 1967, and as supplemented in Department of Labor regulations (41 CFR chapter 60). (Applied to all construction contracts awarded in excess of $10,000 by the district and their contractors or subgrantees).

COPELAND "ANTI-KICKBACK" ACT (34 CFR 80.36(i)(4)): All Contractors, contractors and subcontractors shall comply with the Copeland "Anti-Kickback" Act (18 U.S.C. 874) as supplemented in Department of Labor regulations (29 CFT part 3). (Applies to all contracts and subgranhts for construction or repair).

DAVIS-BACON ACT (34 CFR 80.36(i)(5)): All Contractors, contractors and subcontractors shall comply with the Davis-Bacon Act (40 U.S.C. 276a to 276a-7) as supplemented by Department of Labor regulations (29 CFR part 5). (Construction contracts in excess of $2000 awarded by grantees and sub-grantees when required by Federal grant program legislation). (Applies to construction contracts in excess of $2000 awarded by the district and subgrantees when required by Federal grant program legislation).

SCRUTINIZED COMPANIES WITH ACTIVITIES IN SUDAN LIST OR SCRUTINIZED COMPANIES WITH ACTIVITIES IN THE IRAN: By submitting a RFP any Company/Contractor/Contractor certifies that it is not on the Scrutinized Companies with Activities in Sudan List or the Scrutinized Companies with Activities in the Iran petroleum Energy Sector List. In the event that it is subsequently determined that the Company/Contractor/Contractor submitted a false certification any contract resulting from this RFP may be immediately terminated in accordance with s.287.135 Florida Statute.

SERVICE AND WARRANTY: Unless otherwise specified, the bidder shall define any warranty service and replacements that shall be provided during and subsequent to this contract. Bidders shall explain on an attached sheet to what extent warranty and service facilities are provided. All materials and/or services furnished under this RFP shall be warranted by the Contractor/distributor/manufacturer to be free from defects and fit for the intended use. Unless otherwise requested, the items RFP shall be new and equal to or exceed specifications. The manufacturer's standard guarantee or warranty shall apply. During the guarantee or warranty period, the successful bidder shall repair and/or replace any defects without cost to the SBCC with the understanding that all replacements shall carry the same guarantee or warranty as the original equipment. The successful bidder shall make any such repairs and/or replacements immediately upon receiving notice from the SBCC.

GOVERNING LAW: This RFP, any award(s) resulting from this RFP, and all transaction from this RFP shall be interpreted and construed in accordance with the laws of the State of Florida. Any protests arising from this RFP shall be subject to Section 120.57(3), Florida Statutes. Any disputes or controversies arising out of a contract award under this RFP shall be submitted to the jurisdiction of the state courts located in Clay County, Florida without regards to principles of conflicts of law.

PURCHASES BY OTHER GOVERNMENTAL AGENCIES (D.O.E. Regulation #6A1.012(5): With the consent and agreement of successful bidder(s), purchases may be made under this RFP by other governmental agencies within the State of Florida. Such purchases shall be governed by same terms and conditions as stated herein with exception of venue of litigation of disputes which may be changed to include only the state courts in the county in which the governmental agency is located.

USE OF OTHER CONTRACTS: SBCC reserves the right to utilize any other SBCC contract, any State of Florida Contract, any contract awarded by any other city or county governmental agencies, other schools, other community college/state university system cooperative RFP agreement, or to directly negotiate/purchase per SBCC and/or Rule 6A-1.012, Florida Administration Code as currently enacted or as amended from time to time, in lieu of any offer received or award made as a result of this RFP if it is in its best interest to do so.

PURCHASING AGREEMENTS AND STATE TERM CONTRACTS: The purchasing agreements and state term contract available under s. 287.056 have been reviewed.

CONE OF SILENCE: Any Bidder, or lobbyist for a Bidder, is prohibited from having any communications (except as provided in this rule) concerning any solicitation for a competitive procurement with any School Board member, the Superintendent, any Evaluation Committee Member, or any other School District employee after SBCC Purchasing Department releases a solicitation to the General Public. All communications regarding this solicitation shall be directed to the designated SBCC representative. This "Cone of Silence" period shall go into effect and shall remain in effect from the time of release of the solicitation until the contract is awarded by SBCC. Further, any Awardee, its principals, or their lobbyists shall not offer campaign contributions to School Board Members or offer contributions to School Board Members for campaigns of other candidates for political office during the period in which the Awardee is attempting to sell goods or services to SBCC This period of limitation of offering campaign contributions shall commence at the time of the "cone of silence" period for any solicitation for a competitive procurement as described by SBCC. **Any Bidder or lobbyist who violates this provision shall cause their RFP (or that of their principal) to be considered non-responsive and therefore be ineligible for award.**

NONCONFORMANCE TO CONTRACT CONDITIONS: Items offered may be tested for compliance with RFP conditions and specifications at any time. Items delivered, not conforming to RFP conditions or specifications, may be rejected and returned at Awardee's expense. Goods or services not delivered as per delivery date in RFP and/or Purchase Order may be rejected upon delivery and/or may be purchased on the open market. Any increase in cost may be charged against the Awardee. Any violation of these stipulations may also result in:

a) For a period of two years, any RFP submitted by Awardee shall not be considered and shall not be recommended for award.

b) All departments being advised not to do business with Awardee.

SEVERABILITY: In case of any one or more of the provisions contained in this RFP shall be for any reason be held to be invalid, illegal, unlawful, unenforceable or void in any respect, the invalidity, illegality, unenforceability or unlawful or void nature of that provision shall not affect any other provision and this RFP shall be considered as if such invalid.

JESSICA LUNSFORD ACT: In accordance with the Jessica Lunsford Act the bidder and all their employees, as required by law, shall undergo and pass a Level II fingerprinting and background check as required by F.S. 1012.465,467 or 468 and possess a SBCC fingerprinting clearance card prior to entry upon SBCC property. All costs associated with obtaining fingerprinting and background check shall be at no expense to the SBCC. To obtain information on when and how to obtain fingerprinting log on to the SBCC web site at oneclay.net/purchasing click on "Jessica Lunsford Act Information" or contact the Human Resources Division at (904) 336-6716.

BIDDER'S EMPLOYEE RESPONSIBILTY: All employees and/or sub-contractors of the Contractor shall be considered to be at all times the sole employees and responsibility of Contractor under their sole direction and not an employee or agent of SBCC. The contractor shall supply competent employees and/or sub-contractors and the SBCC may require the Contractor to remove an employee and/or sub-contractor it deems careless, incompetent, insubordinate of otherwise objectionable and whose presence on SBCC property is not in the best interest of the SBCC. Contractors and all their employees shall be in accordance with Jessica Lunsford Act. Each employee and or sub-contractor of contractor shall have and wear proper identification while on SBCC property and are required to sign in/out at main office or other designated place upon arrival and when leaving job site, if applicable. Workman using foul/abusive language or presenting an offensive appearance as determined by SBCC Representative(s) shall be asked to leave. Radios/other audio items are not to be used and Smoking is prohibited on SBCC property.

DISCRIMINATION: An entity or affiliate who has been placed on the discriminatory Contractor list may not submit a RFP on a contract to provide goods or services to a public entity, may not submit a RFP on a contract with a public entity for the construction or repair of a public building or public work, may not submit RFPs on leases of real property to a public entity, may not award or perform work as a contractor, supplier, subcontractor, or consultant under contract with any public entity, and may not transact business with any public entity.

PROTESTING: Any actual or prospective bidder who disputes the reasonableness, or competitiveness of the terms and conditions / specifications of the invitation to RFP or contract award recommendation, shall file a written Notice of Protest with the Superintendent of Schools within 72 hours of the posting of RFP solicitation or posting of the RFP tabulation with recommendation and shall file a formal written protest within ten working days following the

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filing of Notice of Protest. Any person who files an action protesting this RFP pursuant to FS 120.57(3)(b), shall post with the purchasing department at the time of filing the formal written protest, a bond payable to the School Board of Clay County in an amount equal to 1 percent (1%) of the total estimated contract value, but not less than $5000, which bond shall be conditioned upon the payment of all costs which may be adjudged against the protester in the administrative hearing in which the action is brought and in any subsequent appellate court proceeding. In lieu of a bond, a cashier's check, certified bank check, bank certified company check, money order or U.S. currency will be acceptable form of security. If, after completion of the administrative hearing process and any appellate court proceedings, the district prevails, it shall recover all costs and charges which shall be included in the final order or judgment, including charges made by the Division of Administrative Hearings, but excluding attorney's fees. Upon payment of such costs and charges by the protester, the protest security shall be returned. If the protester prevails, he or she shall recover from the district all costs and charges which shall be included in the final order of judgment, excluding attorney's fees. Failure to observe such timeliness shall constitute a waiver of proceedings and of right to protest as set forth in Chapter 120, Florida Statutes. RFP Tabulation / Recommendation of Award shall be posted online at **oneclay.net/purchasing** with the hard copy posted in the SBCC Purchasing Department at 800 Center Street, Green Cove Springs, Florida after the intended recommendation is announced on or about November 3, 2020. This tabulation shall remain posted for a minimum period of 96 hours. Section 3 b, Chapter 120.57, Florida Statutes, as currently enacted or as amended from time to time, states that **"The formal written protest shall state with particularity the facts and law upon which the protest is based."**

CONFIDENTIAL RECORDS: Notwithstanding any provision to the contrary within this Contract, any party contracting with SBCC under this Contract shall fully comply with the requirements of Sections 1002.22 and 1002.221, Florida Statutes; Family Educational Rights and Privacy Act (FERPA), and any other state or federal law or regulation regarding the confidentiality of student information and records. Each such party agrees, for itself, its officers, employees, agents, representatives, contractors or subcontractors, to fully indemnify and hold harmless SBCC and its officers and employees for any violation of this section, including, without limitation, defending SBCC and its officers and employees against any complaint, administrative or judicial proceeding, payment of any penalty imposed upon SBCC, or payment of any and all costs, damages, judgments or losses incurred by or imposed upon SBCC arising out of a breach of this covenant by the party, or an officer, employee, agent, representative, contractor, or sub-contractor of the party to the extent that the party or an officer, employee, agent, representative, contractor, or sub-contractor of the party shall either intentionally or negligently violate the provisions of this section or of Sections 1002.22 and/or 1002.221, Florida Statutes. Awardee agrees that it may create, receive from or on behalf of SBCC, or have access to, records or record systems that are subject to FERPA and/or HIPAA (collectively, the "Confidential Records"). Awardee represents, warrants, and agrees that it shall: (1) hold the Confidential Records in strict confidence and shall not use or disclose the Confidential Records except as (a) permitted or required by this Agreement, (b) required by law, or (c) otherwise authorized by the SBCC in writing; (2) safeguard the Confidential Records according to commercially reasonable administrative, physical and technical standards as required by law; and (3) continually monitor its operations and take any and all action necessary to assure that the Confidential Records are safeguarded in accordance with the terms of this Agreement. At the request of the SBCC, Awardee agrees to provide SBCC with a written summary of the procedures Awardee uses to safeguard the Confidential Records. A breach of these confidentiality requirements shall constitute grounds for the SBCC to terminate any Agreement with Awardee.

PUBLIC ENTITY CRIMES: Section 287.133(2)(a), Florida Statutes, as currently enacted or as amended from time to time, states that a person or affiliate who has been placed on the convicted Contractor list following a conviction for a public entity crime may not submit a RFP on a contract to provide any goods or services to a public entity, may not submit a RFP on a contract with a public entity for the construction or repair of a public building or public work, may not submit RFPs on leases of real property to a public entity, may not be awarded or perform work as a contractor, supplier, subcontractor, or consultant under a contract with any public entity, and may not transact business with any public entity in excess of the threshold amount provided in Section 287.017 for CATEGORY TWO [currently $25,000] for a period of 36 months from the date of being placed on the convicted Contractor list.

FORCE MAJEURE: Neither party to this Agreement shall be liable for delays or failures in performance under this Agreement (other than obligations relating to payment, confidentiality, and protection of ownership and intellectual property rights) resulting from acts or events beyond the reasonable control of such party (a "Force Majeure Event"), including acts of war, terrorism, acts of God, earthquake, flood, embargo, riot, sabotage, labor dispute, wide spread outbreak of disease or pandemic, governmental act, failure of the internet, power failure, or energy, utility, or telecommunications interruptions, provided that the delayed party: (i) gives the other party prompt notice of such cause; and (ii) uses its reasonable commercial efforts to promptly correct such failure or delay in performance. In the event that a Force Majeure Event lasts for more than 90 days, and the party experiencing the initial delay cannot correct its failure or delay in performance during that period of time, despite using its reasonable commercial efforts to do so, the other party may terminate the affected portions of this Agreement.

CANCELLATION / TERMINATION: In the event, the awarded bidder violates any of the provisions of this RFP or fails to perform their obligation under this contract in a manner satisfactory to the SBCC as per specifications, the Supervisor of Purchasing shall give written notice to the Contractor setting forth the deficiencies and unless the deficiencies are corrected within ten (10) days, recommendation shall be made to the SBCC for immediate cancellation of the contract. Failure of the Contractor to correct deficiencies shall give the SBCC the right to cancel this contract, but failure by the SBCC to exercise this right, in any instance, shall not prevent the subsequent exercise of this right by the SBCC or prejudice its claim for damages resulting from such default, violations, breach of contract or other failures whether or not an expressed written agreement exists for the provision of such goods and/or service. Upon cancellation, hereunder the SBCC may pursue any and all legal remedies as provided herein and pursuant to the contract and by law. The SBCC reserves the right to terminate any contract resulting from this invitation at any time for cause, upon giving seven (7) days prior written notice to the other party. If said contract should be terminated for cause or convenience as provided herein, the SBCC shall be relieved of all obligations under said contract. The SBCC shall only be required to pay to the award bidder that amount of the contract actually satisfactorily performed to the date of termination and shall not be responsible for any consequential damage, future damages or damages caused by lost profits, inconvenience or overhead expense to the Contractor. The SBCC may cancel the contract upon ninety (90) days written notice for reasons other than cause and Contractor shall have no legal recourse or cause of action against the SBCC damages resulting from said cancellation.

INDEMNIFICATION: Notwithstanding any contrary contractual language, nothing in any agreement shall be construed or interpreted to increase the scope or dollar limit of the School's or School Board's liability beyond that which is set forth in 768.28 Fla. Stat. , or to otherwise waive School's or School Board's sovereign immunity, or to require School or School Board to indemnify the Contractor or any other person, corporation or legal entity of any kind or nature whatsoever for injury or loss resulting from any acts other than the negligent acts of School or School Board or its agents or employees. Contractor shall, in addition to any other statutory or common law obligation to indemnify the School Board of Clay County, Florida, indemnify, defend and hold harmless the School Board of Clay County, Florida, its agents, officers, elected officials and employees against all claims, actions, liabilities, damages, losses, costs, fines punitive damages and expenses of any kind or nature whatsoever, including but not limited to attorney's fees and legal costs, brought against the School Board of Clay County, Florida, and/or its agents, officers, elected officials, employees and assigns, by any individual, corporation, consortium or any other legal person or entity, arising out of or caused by acts or omissions, negligence, recklessness, intentional wrongful misconduct, violations of laws, statutes, ordinances, government administration orders, rules or regulations of the contractor, contractor's employees, officers, agents, subcontractors, sub-subcontractors, material man or agents of any tier or their respective employees. This indemnification clause shall not be construed to require any indemnitor to indemnify the School Board of Clay County, Florida, for any negligence on the part of the School Board of Clay County, Florida, its agents or employees. The indemnification obligations hereunder shall not be limited to any limitation on the amount, type of damages, compensation, or benefits payable by or for the contractor or any subcontractor under workers' compensation acts, disability benefit acts, other employee benefits acts or any statutory bar. This indemnification/hold harmless provision shall survive the termination of any contract with the School Board of Clay County, Florida.

Any and all special conditions and specifications attached hereto that vary from these General Conditions shall have precedence. The accompanying RFP constitute an offer from the bidder. If any or all parts of the RFP are accepted by the School Board of Clay County, an authorized representative of the Purchasing Department shall issue an officially signed Award Letter which shall then constitute the completed written agreement between the parties. The conditions of the Award Letter become a part of the written agreement between the parties.

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The School Board of Clay County (SBCC or District) is seeking proposals for **"ATHLETIC FIELD MAINTENANCE SERVICES"**. This is a Request for Proposals ("RFP") for an independent Contractor or Contractors ((the "Contractor(s)")) to provide athletic field maintenance services as needed for all SBCC sites as outlined in the Appendices in the manner specified in the Scope of Work.

Request for Proposal packages may be obtained from the SBCC Purchasing Department by calling 904-336-6737 or can be downloaded from the Purchasing Department Webpage oneclay.net/purchasing click on "Active RFP Folder".

Qualified Contractors desiring to provide the required services must submit one (1) ORIGINAL hardcopy labeled as such on the cover, and five (5) copies, totaling six (6) proposal packages, submitted in a sealed package clearly marked on the outside**: "RFP 20-MA-319"** to SBCC Purchasing Department at 800 Center Street, Green Cove Springs, Florida 32043 before the time and date listed on RFP Acknowledgement Form.

It is the intent of the SBCC, if successful with contract negotiations, to enter into a written service contract for athletic field maintenance services for an initial three (3) year period with option to renew for three additional one (1) year contract periods upon mutual agreement by all parties, in writing.

A Proposal Committee shall review the proposals received in response to this RFP and make a recommendation to the Board for the selection of the Contractor(s). The Proposal Committee will consist of five (5) members. It is anticipated that, in performing their duties, the awarded Contractor(s) shall have substantial interaction with the District and School Athletic Director(s) and the Maintenance Department. This interaction shall include, but not be limited to; reviewing and modifying the scope of services, evaluating and discussing performance of Contractor(s) and corrective actions for performance deficiencies, and any other issues as determined by the SBCC Representatives.

It is expressly understood that the SBCC's preference/selection of any proposal does not constitute an award of a Contract with the SBCC. It is further expressly understood that no contractual relationship exists with the SBCC until a written Contract has been formally executed by both the SBCC, and the selected Contractor(s).

In the best interest of the School Board, the District reserves the right to reject any and all proposals/offers, with or without cause, to waive informalities, minor irregularities or other requirements in proposals/offers received and/or to accept any portion of the proposal/offer if deemed in the best interest of the District.

The District also reserves the right to request clarification of information from any Contractor. Any ex-parte communications initiated by a Contractor with any employee of the District other than those personnel specifically identified as contacts in this RFP, or communication with any member of the School Board may result in immediate disqualification from the RFP process.

The terms and conditions stipulated in this Request For Proposal are those desired by the SBCC and preference will be given to those proposals in full or substantial compliance therewith. Failure of the Contractors to provide in their proposal/offer any information requested in the RFP, may result in rejection for non-responsiveness. Failure of the Contractors to meet or exceed any stated minimums in the RFP may also result in rejections for reasons of non-responsiveness. However, after allowance for any deviations, all proposals may be considered. Contractors are cautioned that restrictive deviations from the desired program must be clearly stated in the Proposal Response.

The competence, responsiveness, and responsibility of Contractors will be considered in making the award. Contractors are required to submit with their proposal, data in regard to their qualifications as a service provider including experience, and a list of current companies successfully being serviced that are comparable to this request. Please include names and telephone numbers of persons to contact. The Contractors declare that the amount and nature of the materials/services to be furnished is

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understood and that the nature of this proposal is in strict accordance with the conditions set forth and is a part of this proposal, and that there will at no time be a misunderstanding as to the intent of the specifications or conditions to be overcome or pleaded after the proposals are opened.

The SBCC is not responsible for any expenses which Contractors may incur in preparing and submitting Proposals. The SBCC will not be liable for any costs incurred by the Contractor in connection with interviews/presentations (i.e., travel, accommodations, etc.). It is expressly understood, no Contractor may seek or claim any award and/or re-imbursement from the SBCC for any expenses, costs, and/or fees (including attorneys' fees) borne by any Contractor, during the entire RFP process. Such expenses, costs, and/or fees (including attorneys' fees) are the sole responsibility of the Contractor.

In the event that a contract/agreement is attached to the RFP, such attached contract/agreement is for discussion purposes only, and not necessarily reflective of any Contract that may be ultimately entered into by the SBCC. In the event that a contract/agreement is not attached to the RFP, it is expressly understood that the SBCC preference/selection of any proposal does not constitute an award of a contract/agreement with the SBCC. It is anticipated that subsequent to the SBCC preference/selection of any proposal, Contract negotiations will follow between the SBCC and the selected Contractor(s). It is further expressly understood that no contractual relationship exists with the SBCC until a Contract has been executed in writing by both the SBCC, and the selected Contractor(s). The SBCC reserves the right to delete, add to, or modify one or more components of the selected Contractor's proposal, in order to accommodate changed or evolving circumstances that the SBCC may have encountered, since the issuance of the RFP. It is further understood, no Contractor (whether selected or not) may seek or claim any award and/or re-imbursement from the SBCC for any expenses, costs, and/or fees (including attorney's fees) borne by any Contractor, during the entire RFP process. Such expenses, costs, and/or fees (including attorney's fees) are the sole responsibility of the Contractor. By submitting a proposal, a Contractor agrees to be bound by these terms and provisions of the RFP.

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In order to be considered for evaluation, the proposers shall demonstrate sufficient capacity, resources and experience to provide complete athletic field maintenance services as required by the District, and as specified in this RFP. Any proposer that fails to meet the following minimum criteria could be noted as "nonresponsive" and may not be evaluated/scored.

At a minimum, each proposer shall provide sufficient documentation to verify that:

1. The Contractor has successfully provided athletic field maintenance services for large organizations with multiple large facilities within the immediate past four (4) years, and those organizations will be included in the required references.

2. The firm can comply with the SBCC insurance requirements.

The successful Contractor shall furnish, prior to commencement of performance under this contract, to the School Board Purchasing Department, certificate(s) of insurance which clearly indicate the insurance coverage required below have been obtained:

CONTRACTOR'S AND SUB-CONTRACTOR'S INSURANCE: Contractor shall take out and maintain all insurance policies required below with companies authorized to do business under the laws of the State of FL. and satisfactory to the School Board. **The awarded Contractor SHALL ensure that any sub-Contractor they use maintain the same level of insurance coverage.** Insurer shall be rated A- with an FSC V or better in the current AM Best Guide through the life of the contract to include any renewal periods.

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Insurance certificate(s) reflecting the required coverage's shall be submitted to the School Board Purchasing Department prior to any work being performed under this Contract. Certificate(s) shall be submitted directly from Contractor's Insurance Agent and Mark All Certificates Attn: SBCC Purchasing Department, as Certificate Holder (with 30 day Notice of Cancellation or Change in Coverage) and list SBCC as Additional Insured with regards to RFP # 20-MA-319.

COMPREHENSIVE GENERAL LIABILITY AND PROPERTY DAMAGE INSURANCE: Including Premises Operation, Independent Contractor's Protective, Products and Completed Operation Board Form, Contractual Liability in at least the following amounts and coverage's:

Bodily Injury	Property Damage	Personal Injury
- Each Occurrence $1,000,000.00	- Each Occurrence $1,000,000.00	-Annual Aggregate $1,000,000.00
- Annual Aggregate $2,000,000.00	- Annual Aggregate $2,000,000.00	

- Completed Operations and Products Liability shall be maintained for one (1) year after final payment

WORKERS' COMPENSATION INSURANCE: Contractor is responsible for assuring that valid Worker's Compensation Insurance as required by Chapter 440, Florida Statutes is maintained for all of their employees and sub-Contractors employed at the site of the project. Such insurance shall comply fully with the Florida Worker's Compensation Law. In case any class of employees engaged in hazardous work under this Contract at the site of the project is not protected under the Workers' Compensation Statute the Contractor shall provide adequate insurance satisfactory to the Owner, for protection of his employees not otherwise protected. School Board shall accept an approved NOTICE OF ELECTION TO BE EXEMPT FROM THE PROVISIONS OF THE FLORIDA WORKERS' COMPENSATION LAW Certificate.

State	Employer's Liability	
- Statutory	- Per Accident $100,000.00	
	- Disease, Policy Limit $500,000.00	- Disease, Each Employee $100,000.00

AUTOMOBILE INSURANCE: Including all owned, non-owned and hired vehicles used in connection with the work in at least the following amounts and coverage's:

Bodily Injury	Property Damage
- Each Person $1,000,000.00	- Each Occurrence $1,000,000.00
- Each Occurrence $1,000,000.00	

- Each Accident – Single Limit – Bodily Injury and Property Damage combined one million dollars ($1,000,000.00)

NO PAYMENTS will be made until approved Insurance Certificate is received by SBCC.

NOTE: The successful Contractor(s) shall not assign, transfer, convey, sublet, or otherwise dispose of this contract, or of any or all rights, title or interest herein, or their power to execute such contract to any person, company or corporation without prior written consent of the School Board. The successful Contractor(s) have the sole and exclusive responsibility for furnishing services in accordance with this contract. The successful Contractor(s) obligations cannot be delegated.

RFPs must be submitted with all required documents to include completed Attachments/Exhibits. Contractors may use an attachment if sufficient space is not available on the original form for the Contractor to enter a complete response. Any modifications or alterations to the original RFP documents by the Contractor, whether intentional or otherwise, shall constitute grounds for rejection of a RFP. Any such modifications or alterations that a Contractor wishes to propose must be clearly stated in the Contractor's proposal response. Prior to submitting a RFP, it is the sole responsibility of Contractor to ensure that all addenda releases are received, and that all RFP and addenda requirements have been completed and that all required submittals have been included.

Questions on RFP shall be in writing to Scott Schultz, Procurement Coordinator, sent via email to scott.schultz@myoneclay.net by 2 PM on September 1, 2020.

Any and all written questions received shall be reviewed, responded to and if deemed necessary an official response shall be issued by the Purchasing Department in the form of an Addendum. This

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SPECIAL CONDITIONS

process shall constitute the only official means by which additional information regarding this RFP shall be made available. Additional information acquired by any other means shall not be utilized in the configuration of any Contractor's proposal and shall not be considered in the School Board evaluation of proposals submitted and shall be considered inadmissible in proposal dispute proceedings. Contractors may be disqualified who solicit or receive (even if unsolicited) additional information regarding the RFP by any other means than process described herein.

NOTE: ALL RFP SHEETS, THAT ARE REQUIRED, MUST BE EXECUTED AND SUBMITTED WITH SEALED PROPOSAL. ALL RFPs ARE SUBJECT TO THE CONDITIONS SPECIFIED HEREIN. THOSE WHICH DO NOT COMPLY WITH THESE CONDITIONS ARE SUBJECT TO REJECTION.

By submitting a proposal, the Contractor certifies that the Contractor has fully read and understands all General Conditions, Special Conditions, and has full knowledge of the scope, nature, and quality of work to be performed. Contractor certifies that this RFP is made without prior understanding, agreement, or connection with any corporation, firm, or person submitting a RFP for the same equipment/service and in all respects is fair and without collusion or fraud. Contractor agrees to abide by all conditions of this RFP and certifies that they are authorized to sign this RFP for the Contractor.

_____

AUTHORIZED CONTRACTOR SIGNATURE OF CONTRACTOR

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SCOPE OF SERVICES, PROPOSAL FORMAT, EVALUATION OF PROPOSALS

SCOPE OF SERVICES – The District wishes to receive proposals for selection of a Contractor(s) to provide Athletic Field Maintenance Services at various schools and facilities from the date of award through December 31, 2023, with renewal options.

The goal of SBCC and these services is to enhance the athletic fields and improve the appearance and care for all sites. Contractor(s) shall service sites and coordinate services with SBCC Representatives for each site, and inform those representatives of all treatments, services and completion status of said services.

SBCC currently has 13 sites located throughout Clay County, Florida that may require services under this RFP. Addresses for those sites are included as Appendix A, and maps of those sites are included as Appendix B. Site review/visits can be arranged by contacting John Sgromolo at (904)336-6919 or via email at john.sgromolo@myoneclay.net. Upon written notification to the Contractor, sites shall be added, or deleted, at the sole discretion of the School Board.

These sites include baseball, softball, football and practice fields. SBCC reserves the right to add or delete sites as necessary for the duration of the contract. Contractor(s) shall be able to perform services at any SBCC site. Pricing submitted by Contractor(s) under this RFP will be held for any additional site based upon the pricing given herein.

The majority of orders under this RFP will be placed by the SBCC Representative for each site. Any and all work ordered under this RFP is **upon request**, on an as needed basis only. Therefore, no minimum or maximum amount of work is guaranteed.

THE SERVICES:

1.1 All work performed under this RFP will be in the best interest of safety at all times, especially when students are present in and around designated areas. No power equipment shall be operated in the vicinity of students during periods such as class change, recess, after school care, fire drills, etc. Proper operation of equipment to include installed manufacturer safety devices is the awarded contractor's responsibility. Shirts and work pants must be worn at all times.

1.2 The awarded Contractor(s) shall provide as required, all necessary labor, materials, equipment and transportation to provide complete athletic field maintenance and services as required by the SBCC, and as specified in this RFP.

1.3 The awarded Contractor(s) must comply with all local, state and federal codes and School Board Rules.

1.4 The awarded Contractor(s) shall be responsible for any damage to District property, personal property or visitor property due to negligence on the part of the awarded contractor's employees or agents. The awarded Contractor(s) agree to repair, at own expense, any damage that was caused by the awarded Contractor(s), their employees or their agents.

1.5 The awarded Contractor(s) will be responsible for the removal of any blemish, tarnish or marking left on District grounds resulting from the awarded contractor's equipment. Specifically, but not limited to, concrete.

1.6 The awarded Contractor(s) shall, and in addition to all other guarantees, be responsible for faulty labor or workmanship and shall promptly correct improper work, without cost to the District,

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within 48 hours after receipt of notification of such faulty labor or workmanship. If the awarded Contractor fails within 48 hours to correct defects, the District shall be entitled to have such work remedied and the awarded contractor shall be fully liable for all costs and expense reasonably incurred by the District.

1.7 It is anticipated that most work will be accomplished Monday through Friday, taking into consideration holidays, or other school calendar days when the school may be closed. Any work disruptive to the operation of the school may require work to be performed after school hours or on a non-school day. Work performed on any day other than Monday through Friday must be cleared with the SBCC Representative prior to the commencement of the work.

1.8 If an unforeseen situation arises at any site that will affect the services, an authorized SBCC Representative will contact the awarded Contractor(s). The services may or may not be rescheduled, whichever is in the best interest of the District.

1.9 If conditions exist which prevent the awarded Contractor(s) from completing requested services, they must contact the appropriate SBCC Representative within 24 hours to reschedule remaining work.

1.10 TYPE OF SERVICE AND DESCRIPTION:
Contractor(s) shall be expected to perform the following types of services per the information contained herein. All of these services will be provided by the selected Contractor(s) **upon request** on any other applicable SBCC sites. This list of services is given for proposal purposes only and to inform vendors of the types of services that may be needed. This list does not limit or obligate SBCC.

- Weed Control and Management – Contractor will apply both liquid and granular herbicides to all fields as required to control all broad leaf weeds, sedges and grassy weeds on all fields and in accordance with plan agreed upon with SBCC Representatives.

- Insect Control and Management – Contractor will apply both liquid and granular insecticides as required to preventatively control turf damaging insects and fire ants and in accordance with plan agreed upon with SBCC Representatives.

- Fertilization – Contractor will apply both liquid and granular fertilizer to all fields as required to maintain turf color and vigor and in accordance with plan agreed upon with SBCC Representatives.

- Aeration – Contractor will aerate using tractor mounted equipment as required and in accordance with plan agreed upon with SBCC Representatives.

- Seed spreading and removal – Contractor will apply seeds using a tractor mounted spreader or walk behind drop spreader for infields and tight spaces. Removal of perennial rye grasses will be in accordance with plan agreed upon with SBCC Representatives.

- Verticutting – Contractor will verticut using tractor mounted equipment as required and in accordance with plan agreed upon with SBCC Representatives. Verticutting includes removal and disposal of debris on campus as directed by SBCC Representatives.

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- Material Hauling (Infield Conditioner/Warning Track Material) – Contractor will haul all material in turf friendly trailers, and provide any required material.

- Top Dressing – Contractor will apply top dressing as requested by SBCC Representatives.

- Rototilling – Contractor will rototill softball/baseball infields or any other needed areas.

- Fungus/Disease Control – Contractor will apply required fungicides on all fields as required to control nematodes and any other fungi and in accordance with plan agreed upon with SBCC Representatives.

- Sod Removal and Replacement – Contractor shall remove/add necessary sod to conform to dimensions required or as directed by SBCC. Sod will be supplied by Contractor.

- Optional and additional services to athletic fields as necessary as directed by SBCC. Optional services include:
  - Infield conditioner spreading
  - Warning track grading
  - Turf reconstruction
  - Replacement of sod where needed

1.11 Lead Supervisor shall meet with SBCC Representatives prior to the commencement of any project. Description of services and details for completion, methodology and any other pertinent information will be discussed.

1.12 Crew Supervision:
It is the responsibility of the Contractor's Lead Supervisor to direct their crew and employees and convey all pertinent information that was expressed prior to work commencement. The SBCC Representative will not be responsible for explaining work to the crew.

SERVICE PERFORMANCE:

2.1 The Contractor(s) shall have full responsibility for systematically and professionally servicing the agreed to areas as requested. Service will be as agreed upon by SBCC and Contractor(s) and proceed in a contiguous manner. If the minimum acceptable performance is not achieved for any area of the project within a reasonable time frame following project completion, additional service shall be the responsibility of the Contractor(s) at no cost to SBCC. A reasonable time frame is dependent upon scope of work and weather conditions.

2.2 SBCC will rely on Contractor(s) to utilize the best, safe and efficient methods for performing services for each of its sites. SBCC is open to work with Contractor(s) to utilize the best possible methods to perform service with as little interference to the site as possible.

2.3 Please note that all methods for performing services shall be approved by SBCC prior to use. Any method deemed unnecessary, inefficient or dangerous to the site shall not be performed at any site.

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SCOPE OF SERVICES, PROPOSAL FORMAT, EVALUATION OF PROPOSALS

2.4 Contractor(s) may also perform these additional miscellaneous services:

- Professional assistance to determine possible solutions to issues with Athletic Fields.
- Provide pricing proposals on athletic field maintenance as requested.

2.5 The Contractor(s) shall immediately notify the SBCC Representative upon discovery of any new or problematic issues. SBCC will be the sole determiner if action is required.

2.6 HERBICIDE/INSECTICIDE/CHEMICAL APPLICATION:

Contractor(s) will be permitted to use herbicides/insecticides/chemicals in certain areas to assist in the performance of services under this RFP. Contractor(s) will be responsible to provide any and all herbicides, insecticides or other chemicals/materials necessary to perform services. Contractor(s) shall ensure that all restricted-use pesticides/herbicides/chemicals will be applied only by employees licensed by the Florida Department of Agriculture and Consumer Services with the appropriate Commercial Applicator License. That license will be a Category 3 Ornamental and Turf Pest Control License. Contractor(s) shall provide copies of these licenses within 24 hours of request. Failure to do so will result in the proposal being considered non-responsive. Furthermore, at no time shall any chemical be applied when any students or staff members are present in the immediate area. Any violation will be cause for immediate termination of contract from site or all sites.

Contractor(s) will be expected to comply with all herbicide/insecticide/chemical labels in its applications. ALL CHEMICALS SHALL BE USED IN ACCORDANCE WITH THEIR LABEL INSTRUCTIONS. Contractors will provide SBCC Representatives with a Material Safety Data Sheet (MSDS) for any chemical they apply, every time they apply it. The Contractor is liable for any penalty, fines, or damages resulting from the misuse of chemicals.

Contractor(s) shall list on the included sheet (Pricing Section D), any chemicals that will have a high usage in the work described herein. Chemical information shall include name, brand name, manufacturer, EPA Registration #, any model or MSDS # applicable and a brief description/purpose of usage. Please note it is not necessary to submit MSDs with RFP for those chemicals listed. Any and all MSDS will be collected from Contractor(s) after award and prior to usage.

Any and all chemicals must be approved by SBCC prior to usage.

While on the job site all chemicals must be kept secured at all times and handled in leak free containers per any and all applicable laws.

The Contractor is responsible for any leaks, spills, environmental damage, or theft of materials from the job site and for reporting quantities to the Florida Department of Environmental Protection in such cases. The Contractor shall be responsible for immediate work stoppage and clean-up operation in the event of any spill of herbicide, petroleum product or other hazardous material. The Contractor shall have on site at all times, appropriate first-aid and spill kit(s).

The Contractor shall properly dispose of chemical containers as set forth in the label instructions and in accordance with applicable federal, state and local requirements.. SBCC dumpsters are not to be utilized at any time during the course of the contract and all empty chemical containers will be removed by Contractor from site.

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SCOPE OF SERVICES, PROPOSAL FORMAT, EVALUATION OF PROPOSALS

At no time will any chemical or spray be permitted to be used around or near playgrounds, playground equipment or on P.E. fields or equipment. Any violation will be cause for immediate termination at site and possible termination from all contracted sites.

Throughout the duration of the contract, it is understood that newly researched chemical products may become available. SBCC may consider these chemicals as they are made available. Contractor(s) shall meet with SBCC to discuss alternate products or new technologies that may increase efficiency, safety and/or be more environmentally safe at any time during the course of the contract. Any new product will be reviewed and either rejected or accepted at SBCC's discretion.

Contractor(s) will be responsible for suppling their personnel with any and all personal protective equipment for their operators. Failure to do so may be grounds for termination of contract.

2.7 ESTIMATES:

At the request of SBCC, Contractor(s) will provide estimates. At the time of the request, an authorized SBCC Representative will contact the awarded Contractor(s) and give a detailed description and further specifications of the project at hand. Contractor shall provide written, "not to exceed" estimates on all services as directed by the SBCC Representative. Contractor(s) should familiarize themselves with the extent of the work for each service/project to be performed and any conditions that may in any manner affect the work to be done and the equipment, materials and labor required. Estimates shall be priced per all pricing submitted under this RFP, to include the labor and itemized material list, number of calendar days required for project completion and lead time before work can commence. Contractor(s) should also include an assessment of any site or additional repairs to larger damaged areas or any other general observation of interest to the SBCC Representative.

After the initial contact by SBCC and response from Contractor(s), a meeting may take place prior to estimate being submitted. A meeting should be scheduled within three (3) to five (5) days from the original response. Written estimates shall be provided within five (5) business days of either the initial contact or any meeting. It shall be the Contractor's responsibility to ensure they have all information to prepare accurate estimates and to respond accordingly to SBCC. All estimates shall be clearly broken down using pricing from this RFP.

Estimates on projects may be utilized to determine if projects are cost effective and fiscally allowable by SBCC. Contractor(s) may expect to submit estimates that may be changed, altered or rejected. When an estimate has been approved, a purchase order will be issued and authorization to commence the project will be given by the SBCC Representative. **No work shall commence without a purchase order and District authorization.**

2.8 SBCC reserves the right to add supplementary specifications to any service(s) that fall under the scope of this RFP. Supplementary specifications may be for larger or special circumstances, at the time of said project. A price may be negotiated at the time if necessary for any supplementary specifications.

2.9 In the event additional work is required outside of an approved or scheduled service or project, the Contractor shall not proceed without the written approval of SBCC. This includes any emergencies that may arise. The Contractor shall be forewarned that only the SBCC Representative may order or approve work to be performed.

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SCOPE OF SERVICES, PROPOSAL FORMAT, EVALUATION OF PROPOSALS

PRICING

A. Standard Services – Fixed Labor Rates*:*

Contractor(s) are expected to provide a rate for each of the specific services listed below, that shall include all supervision, labor costs, equipment, machinery, insurances, overhead, vehicle use charges, profit, travel time, mileage; and all tools or hand tools normally associated with the trade or industry standard and be exclusive of taxes as well as any other items necessary for the proper execution and completion of any services rendered under this RFP. **No additional charges or hidden costs shall be allotted during the course of the contract.** Contractor(s) shall provide pricing for all items listed below, failure to do so shall be cause for proposal to be deemed non-responsive.

	Service		Cost Per Application	Per
1.	Herbicide Application	Liquid	$	Acre
		Granular	$	Acre
2.	Insecticide Application	Liquid	$	Acre
		Granular	$	Acre
3.	Fertilizer Application	Liquid	$	Acre
		Granular	$	Acre
4.	Fungus / Disease control	Liquid	$	Acre
		Granular	$	Acre
5.	Aeration – Football Stadium		$	Field
6.	Aeration – Baseball		$	Field
7.	Aeration – Softball		$	Field
8.	Verticutting – Football Stadium		$	Field
	Verticutting – Baseball		$	Field
	Verticutting – Softball		$	Field
	Rototill – Football Stadium		$	Field
	Rototill – Baseball		$	Field
	Rototill – Softball		$	Field
	Top Dressing – Football Stadium		$	Field
	Top Dressing – Baseball		$	Field
	Top Dressing – Softball		$	Field
9.	Sod removal / replacement		$	Square Foot

B. Additional Services – Fixed Labor Rates:

Contractor shall supply hourly labor rates below for any and all **additional services** that are similar in scope and intent of this RFP or for work at the request of SBCC. Rates shall be provided for a Lead Supervisor and technician. All labor rates shall include the use of truck, tools and all other items necessary for satisfactory service.Rates shall be provided for standard business hours (M-F, 7am to 5pm) and non-standard business hours (anytime/day outside of standard business hours). All hourly rates and times shall start on the “job site”. Any travel time expenses shall be borne by the Contractor and will not be reimbursed by SBCC.

Trade	Standard Hourly Rate	Non Standard Hourly Rate
Lead Supervisor	$	$
Technician	$	$
Other:	$	$
Other:	$	$

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SCOPE OF SERVICES, PROPOSAL FORMAT, EVALUATION OF PROPOSALS

C. Optional Services - Fixed Labor Rates:

Contractor(s) may provide a rate for each of the optional specific services listed herein, that shall include all supervision, labor costs, equipment, machinery, insurances, overhead, vehicle use charges, profit, travel time, mileage; and all tools, or hand tools normally associated with the trade or industry standard and be exclusive of taxes as well as any other items necessary for the proper execution and completion of any services rendered under this RFP. **No additional charges or hidden costs shall be allotted during the course of the contract.**

	Service	Cost	Per
	Warning track grading	$	Square Foot
	Infield Conditioner spreading	$	Square Foot
	Rye seed spreading	$	Acre
	Rye Grass removal	$	Acre

D. Chemicals/Materials/Sand/Seed/Infield Conditioner:

Any and all chemicals, materials, sand, seeds or conditioners directly related to the services described herein shall be noted below unless otherwise noted in this RFP. Please list any below that may have high usage under this RFP, along with the markup percentage. Chemical pricing is per pound for granular and per gallon for liquid. Sand, seed and infield conditioner pricing is per 50lb bag.

Name	Brand	Manufacturer	EPA#	MSDS#	Usage	Price
						___% above cost
						___% above cost
						___% above cost
						___% above cost
						___% above cost
						___% above cost
						___% above cost
						___% above cost
						___% above cost
						___% above cost
						___% above cost
						___% above cost
						___% above cost

Company Name:_____

Authorized Signature:_____

Print Name:_____

Date:_____

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SCOPE OF SERVICES, PROPOSAL FORMAT, EVALUATION OF PROPOSALS

PROPOSAL FORMAT

Timetable - Please make sure you can accommodate the following timetable.

August 11, 2020 at 10 AM	RFP Released
September 1, 2020 by 2 PM	RFP Questions by Email Due
September 8, 2020	Addendum Regarding Questions Posted (if Applicable)
September 22, 2020 by 2 PM	Proposals Due
October 13-16, 2020	Finalist Interviews (if Applicable)
November 3, 2020	Award Notification Posted On or About
December 3, 2020	Board Approval

Proposers should provide their best offer with the initial proposal since the District reserves the right to award a contract based on initial Proposal without any further negotiations.

Contractors are given wide latitude in the degree of detail they offer in their Proposal, including the extent to which they describe their corporate capability and how their firm engages in services that meet the objectives of the District. There is no limit on the number of pages; however, Proposers should prepare their Proposal simply and economically, providing a straightforward and concise description of their ability to satisfy the requirements of the RFP. Proposals that are of excessive length, contain a preponderance of boilerplate text, or are redundant are discouraged. Emphasis in each Proposal should be on completeness, clarity of content and address all required components in the order given in this RFP. Failure of a Contractor to provide the appropriate information or materials in response to each stated requirement or request for information may result in lower scores during the evaluation process. The aim of the required format is to simplify the proposal preparation and evaluation process and to ensure that all proposals receive the same orderly review. All proposals should include the following components:

Cover Letter - Provide a one-or two-page cover letter. Include one original signed cover letter with the original proposal and a copy of the cover letter with each copy of the proposal. The cover letter should provide the following:

- A brief statement of the Contractor's understanding of the services to be provided.
- The name(s), title(s), phone number(s), fax number(s), e-mail address(es), and street address(es) of the person(s) in the organization who will be the client services' manager who will be responsible for coordinating all services.
- Highlights of the Contractor's qualifications and ability to perform the requested services.
- Specify the level of capability, financial stability, material equipment, facilities, personnel, resources, experience knowledge and expertise, or demonstrate ability to obtain any of these, necessary to meet contractual requirements.
- Indicate whether the Contractor has a satisfactory record of performance on similar projects.
- The Contractor shall supply information that is fully responsive to the RFP, including, but not limited to, provision of any required license, permits, insurance, price sheets and organizational papers.
- Specify the level of work experience especially as it relates to proposed Scope of Services noted in RFP.
- Indicate whether Contractor has ever had a contract/agreement/business relationship terminated/cancelled/suspended. If so, what were the reasons, and what was the ultimate outcome?

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SCOPE OF SERVICES, PROPOSAL FORMAT, EVALUATION OF PROPOSALS

- Indicate whether Contractor has ever filed a Bid/RFP/RFQ protest. If so, what were the reasons, and what was the ultimate outcome?
- Indicate whether Contractor has ever filed an administrative or judicial action with any State agency or Stat court. If so, what were the grounds/reasons, and what was the ultimate outcome?

Section 1: Familiarity and Experience within the Scope of Services – This section should address how the Contractor can provide the requested services as outlined in this RFP. If the Contractor is not able to provide a requested service, please respond accordingly. Contractor should also showcase an example of services your company has successfully provided, preferably with a School District/Governmental Entity that is similar in size to the SBCC.

Section 2: Company Qualifications – Contractor should provide the following information, at a minimum, about your company:

- Introduction to the company, providing (a) background information; (b) # of technicians; (c) summary of applicable equipment and material.
- Summary resumes of key personnel who will be assigned to the SBCC.

Section 3: Pricing – Using the Pricing Tables (pgs 15--17), provide the pricing and fees associated with Contractor's services.

- Please describe any other available discounts or guarantees.

Section 4: References – Include: Client name, location, length of relationship, contact person, and phone number.

- Please provide a list of 3 current references of clients of similar size to that of the District (preferably in the greater North Central Florida area).
- Please provide a list of 3 former clients who have discontinued your services within the last two years, including contact name and phone number.

Section 5: Completed original RFP required documents to include all Attachments/Exhibits

EVALUATION OF PROPOSALS - Proposals will be evaluated in accordance with the following Evaluation Criteria: Familiarity and Experience within the Scope of Services, Staff Qualifications, Pricing, References, and RFP Documentation. Proposals will be reviewed by an Audit Committee.

Final team rankings will be summarized, Award Notification Posted, Written Contract negotiated, and finalized with Board approval.

The SBCC may elect to conduct oral interviews or presentations from one or more of the proposal respondents. If the SBCC elects to conduct oral presentations or interviews, such presentations or interviews will be conducted in accordance with Florida Sunshine Laws.

Selected firms will be notified if presentations/interviews are required. The SBCC desires to avoid the expense to all parties of unnecessary presentations. The evaluation team will make every reasonable effort to make recommendations based upon the written submittals alone. If a single number one ranked firm cannot be clearly determined, then the evaluation team shall request the Purchasing Supervisor to set-up the top ranked firms for presentations/interviews.

The SBCC intends to select a Contractor that demonstrates, in the District's opinion, the highest degree of compliance with the criteria specified herein..

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SCOPE OF SERVICES, PROPOSAL FORMAT, EVALUATION OF PROPOSALS

Definitions of Evaluation Criteria for Ranking of Proposals for RFP 20-MA-319

A. Familiarity and Experience within the Scope of Services (0-40 points).
- Should address scope of services requested and any additional services the Contractor will provide.

B. Staff Qualifications (0-15 points).
- The proposal will be evaluated on the consultant's demonstrated staff qualifications.

C. Pricing (0-20 points).

D. References (0-15).
- Provide a minimum of 3 current and 3 prior references (maximum of 5 allowed).

E. RFP Documents (0-10).
- Completed original RFP required documents to include all Attachments/Exhibits.

EVALUATION RANKING SHEET FOR RFP #20-MA-319
ATHLETIC FIELD MAINTENANCE SERVICES – COUNTY WIDE

SCHOOL BOARD OF CLAY COUNTY, FLORIDA DATE:_____
CRITERIA FOR RANKING RFP 20-MA-319

VENDOR	A. FAMILIARITY AND EXPERIENCE WITHIN SCOPE OF SERVICES 0 TO 40	B. FIRM/STAFF QUALIFICATIONS 0 TO 15	C. PRICING 0 TO 20	D. REFERENCES 0 TO 15	E. RFP DOCUMENTS 0 TO 10	TOTALS

SIGNATURE OF RATER:_____

PRINT NAME: _____

DATE:_____

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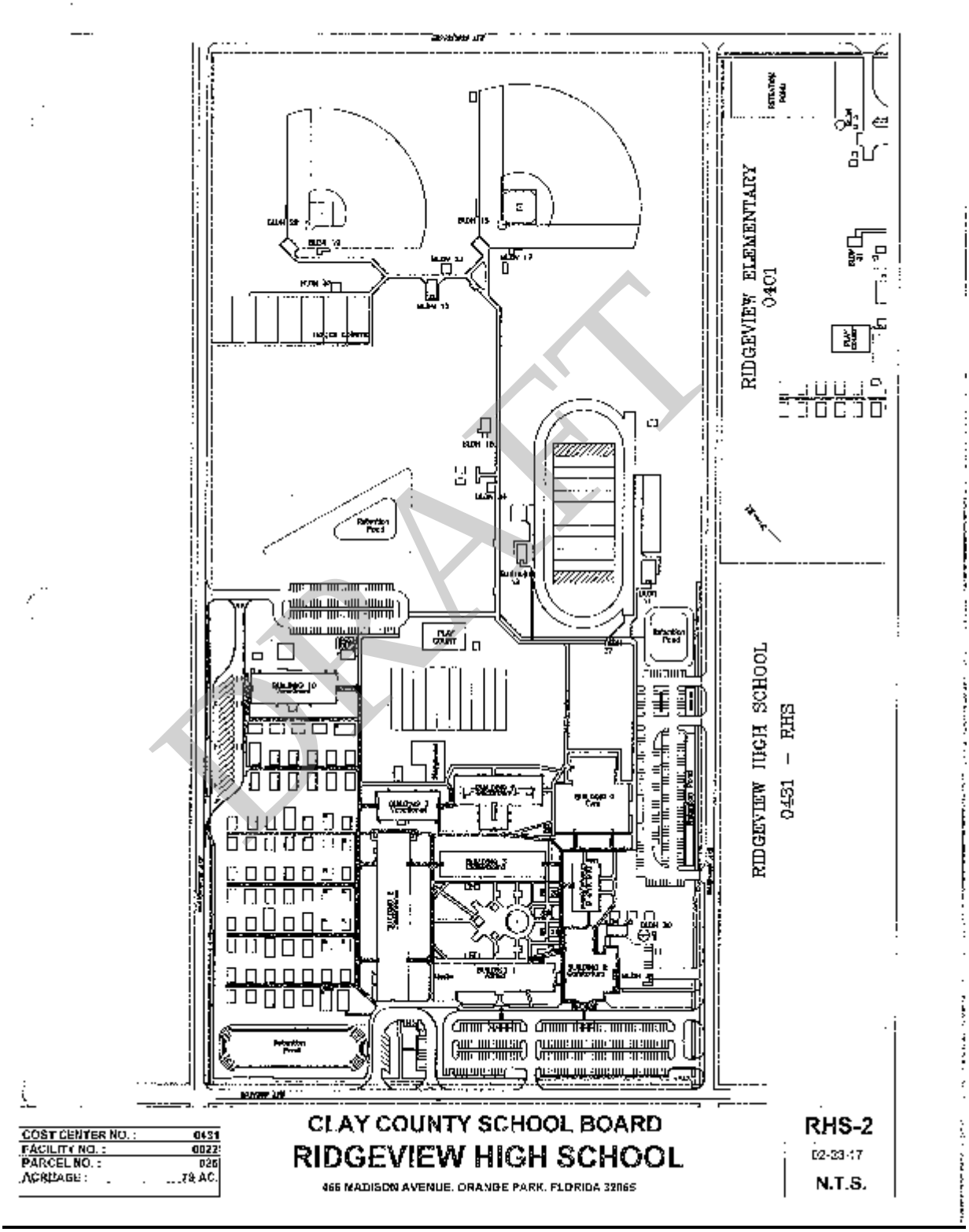
Appendix A – (2 pages)
School/Facility Addresses

Junior High	**Address**
Green Cove Springs Junior	1220 Bonaventure Avenue, Green Cove Springs, FL 32043
Lake Asbury Junior	2851 Sandridge Road, Green Cove Springs, FL 32043
Lakeside Junior	2750 Moody Avenue, Orange Park, FL 32073
Oakleaf Junior	4085 Plantation Oaks Blvd., Orange Park, FL 32065
Orange Park Junior	1500 Gano Avenue, Orange Park , FL 32073
Wilkinson Junior	5025 County Road 218, Middleburg, FL 32068
High Schools	**Address**
Clay High	2025 State Road 16 West, Green Cove Springs, FL 32043
Fleming Island High	2233 Village Square Parkway, Fleming Island, FL 32003
Keystone Heights High	900 Orchid Avenue, Keystone Heights, FL 32656
Middleburg High	3750 County Road 220, Middleburg, FL 32068
Oakleaf High	4035 Plantation Oaks Blvd., Orange Park, FL 32065
Orange Park High	2300 Kingsley Avenue, Orange Park, FL 32073
Ridgeview High	466 Madison Avenue, Orange Park, FL 32065

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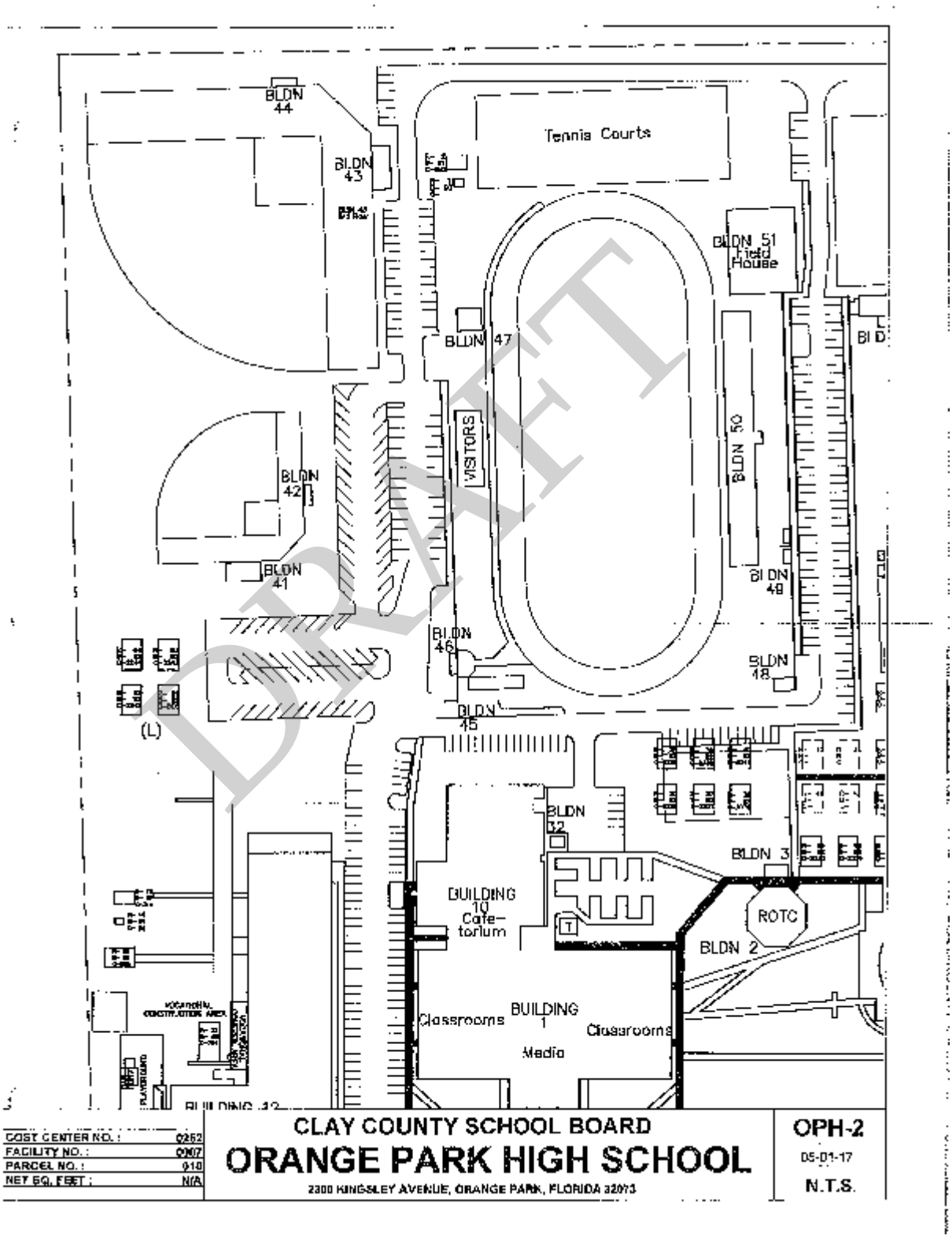
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Appendix B - (13 maps)
School Maps



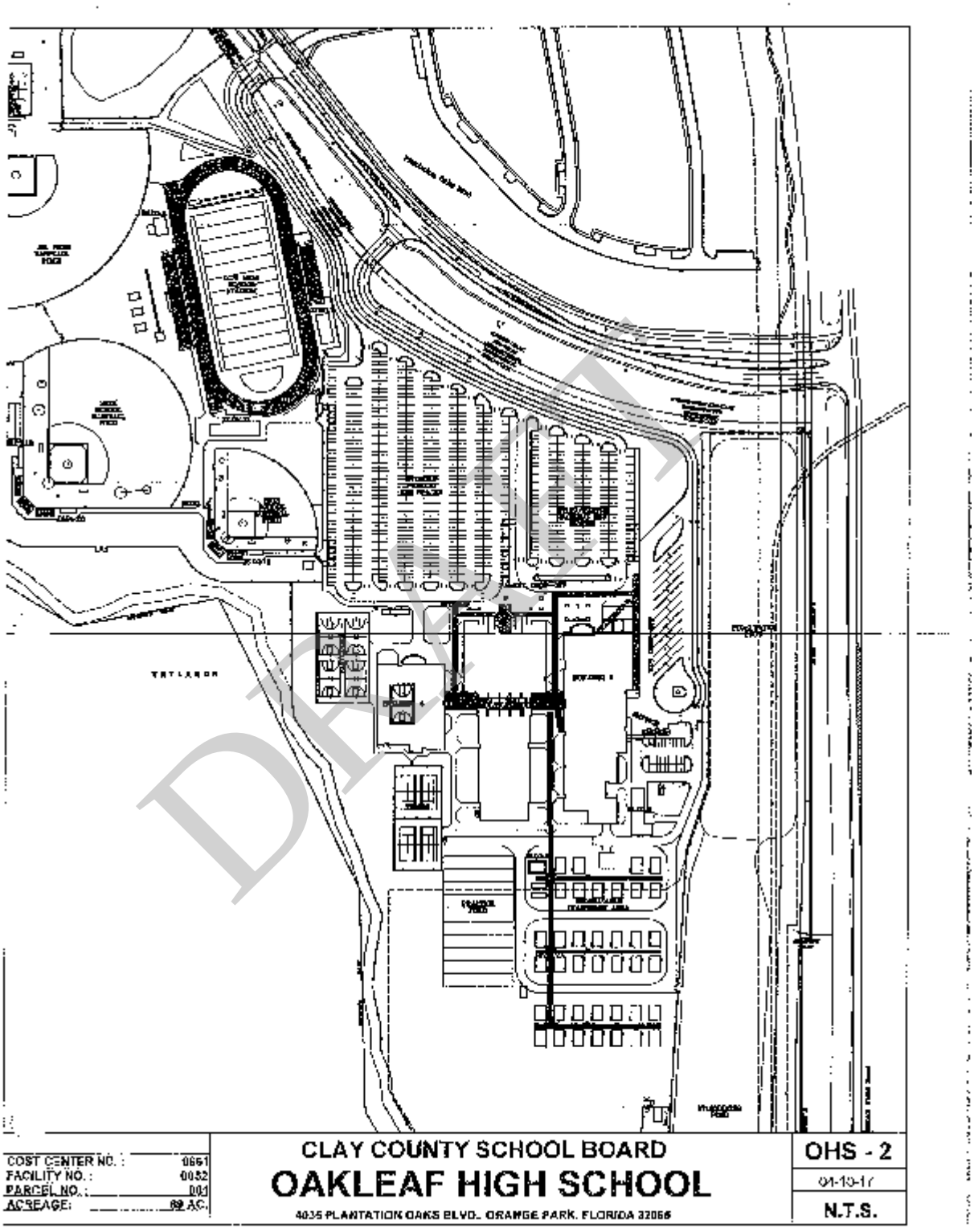
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Appendix B - (13 maps)
School Maps



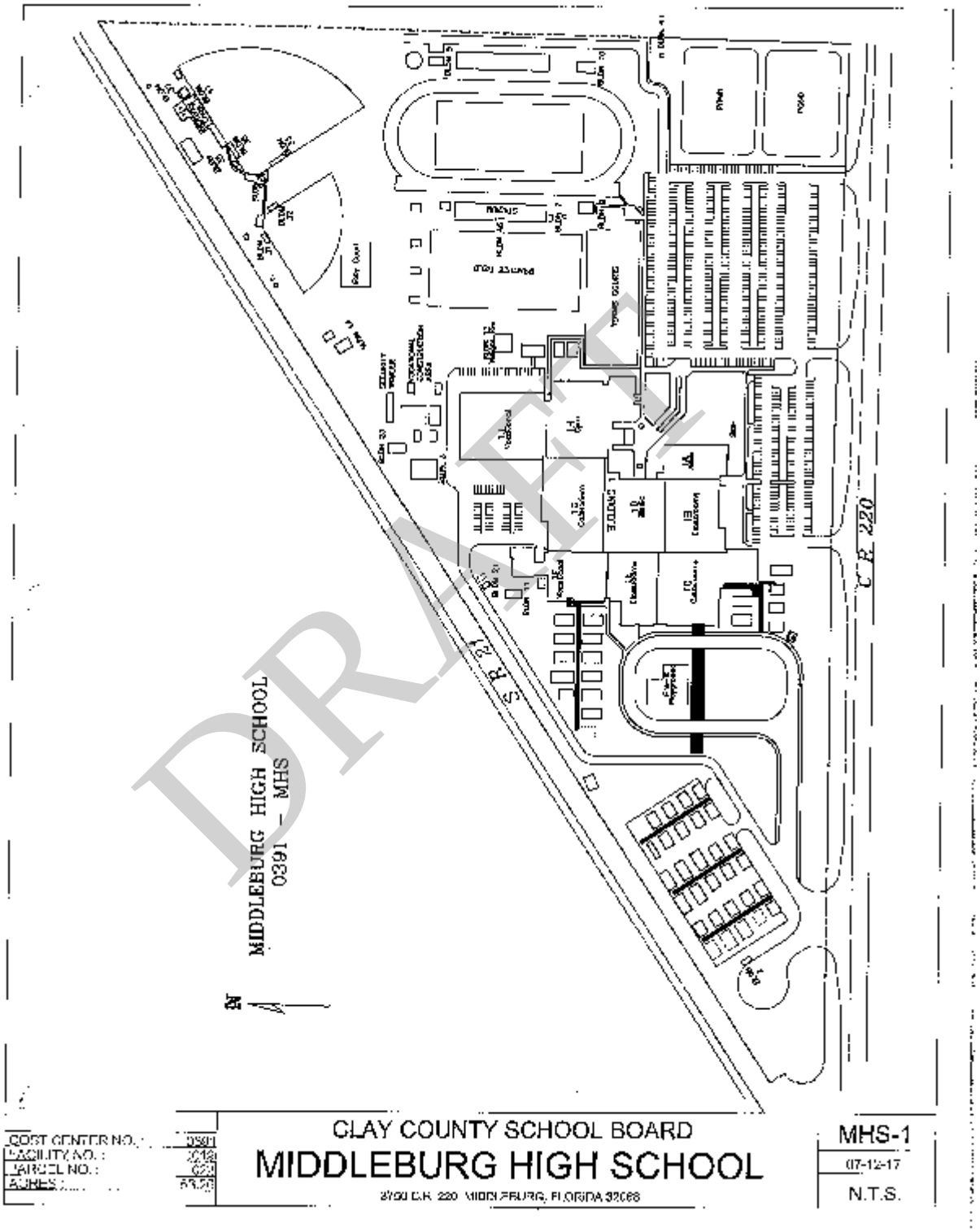
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Appendix B - (13 maps)
School Maps



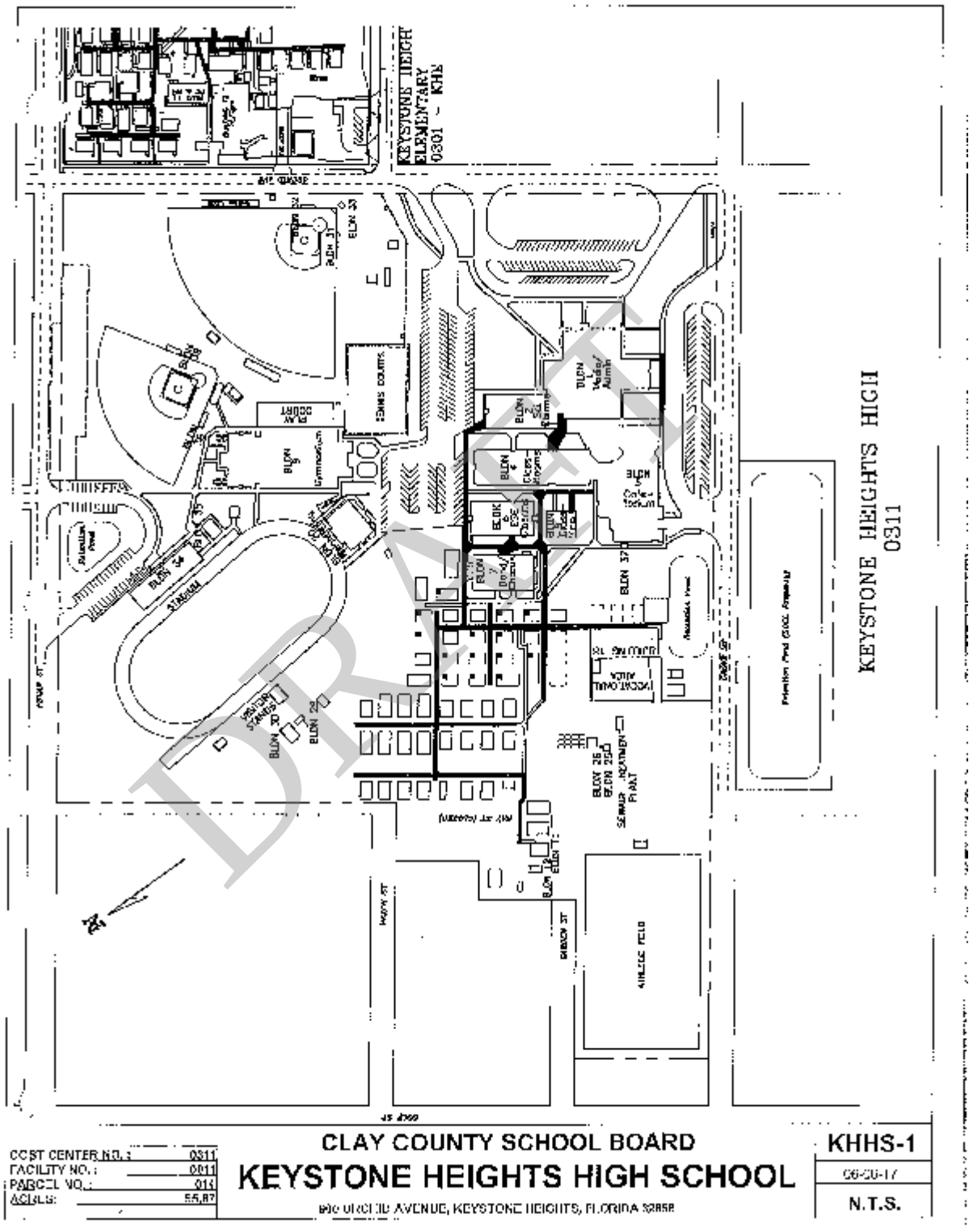
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Appendix B - (13 maps)
School Maps

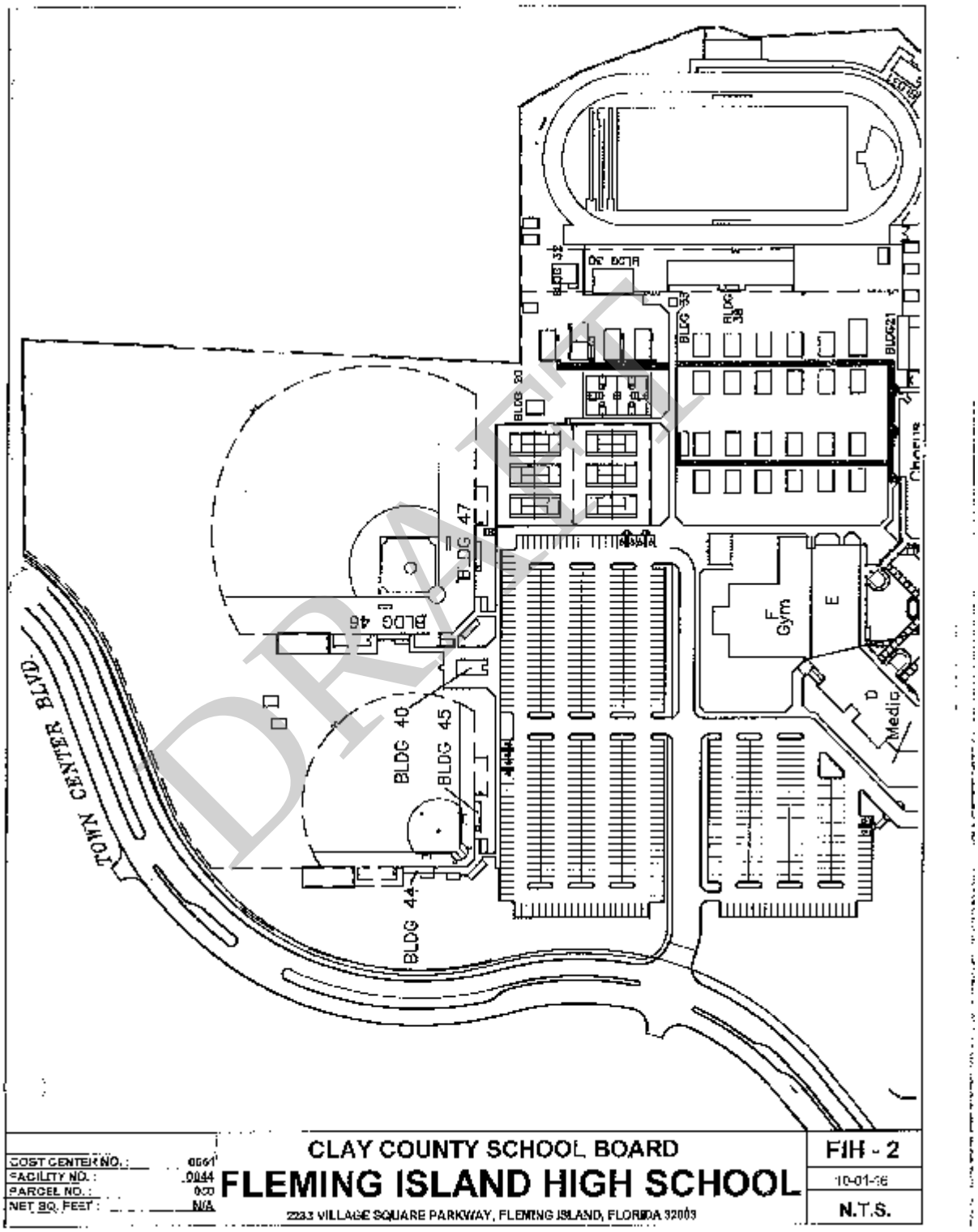


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Appendix B - (13 maps)
School Maps

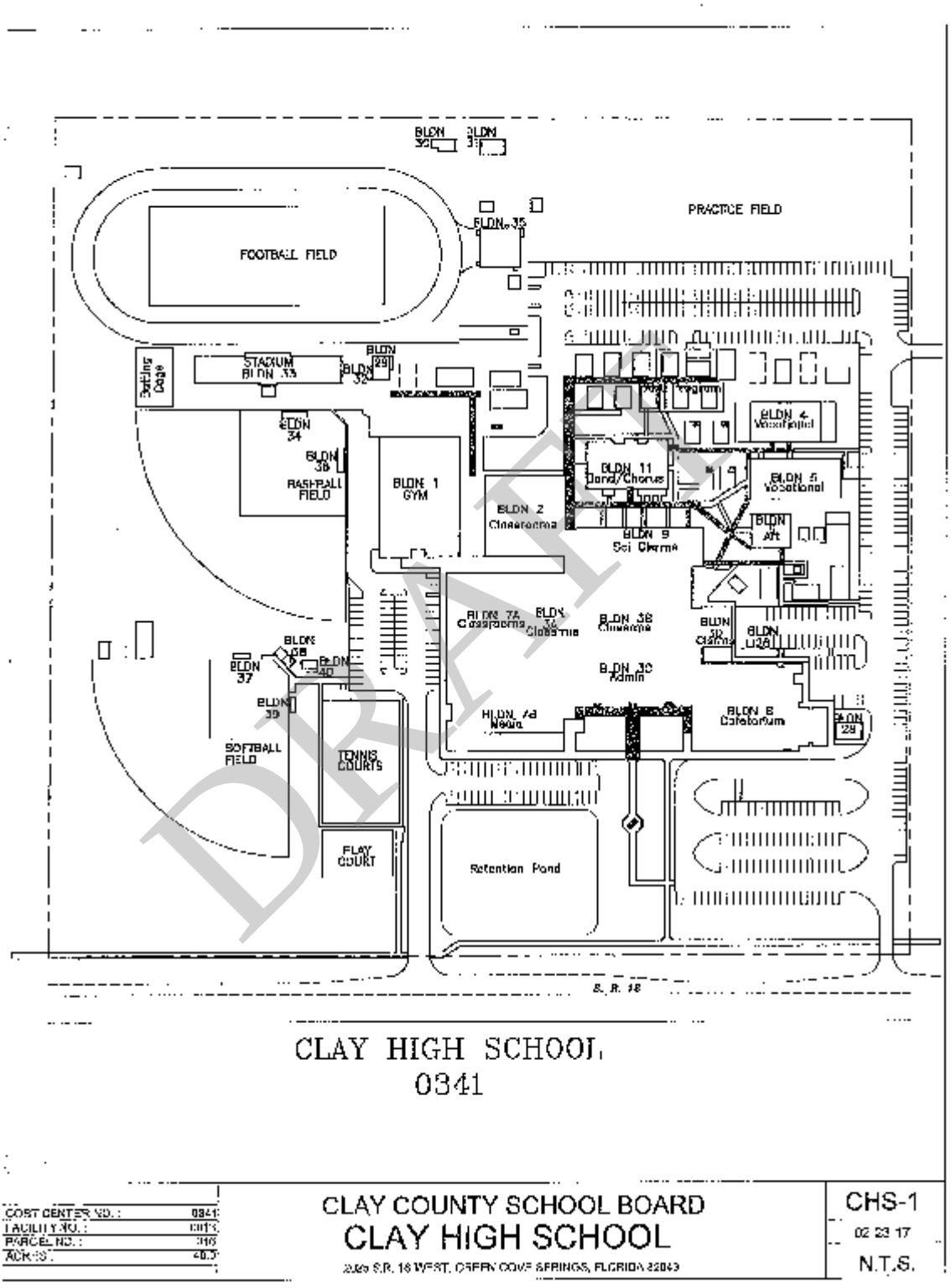


Appendix B - (13 maps)
School Maps



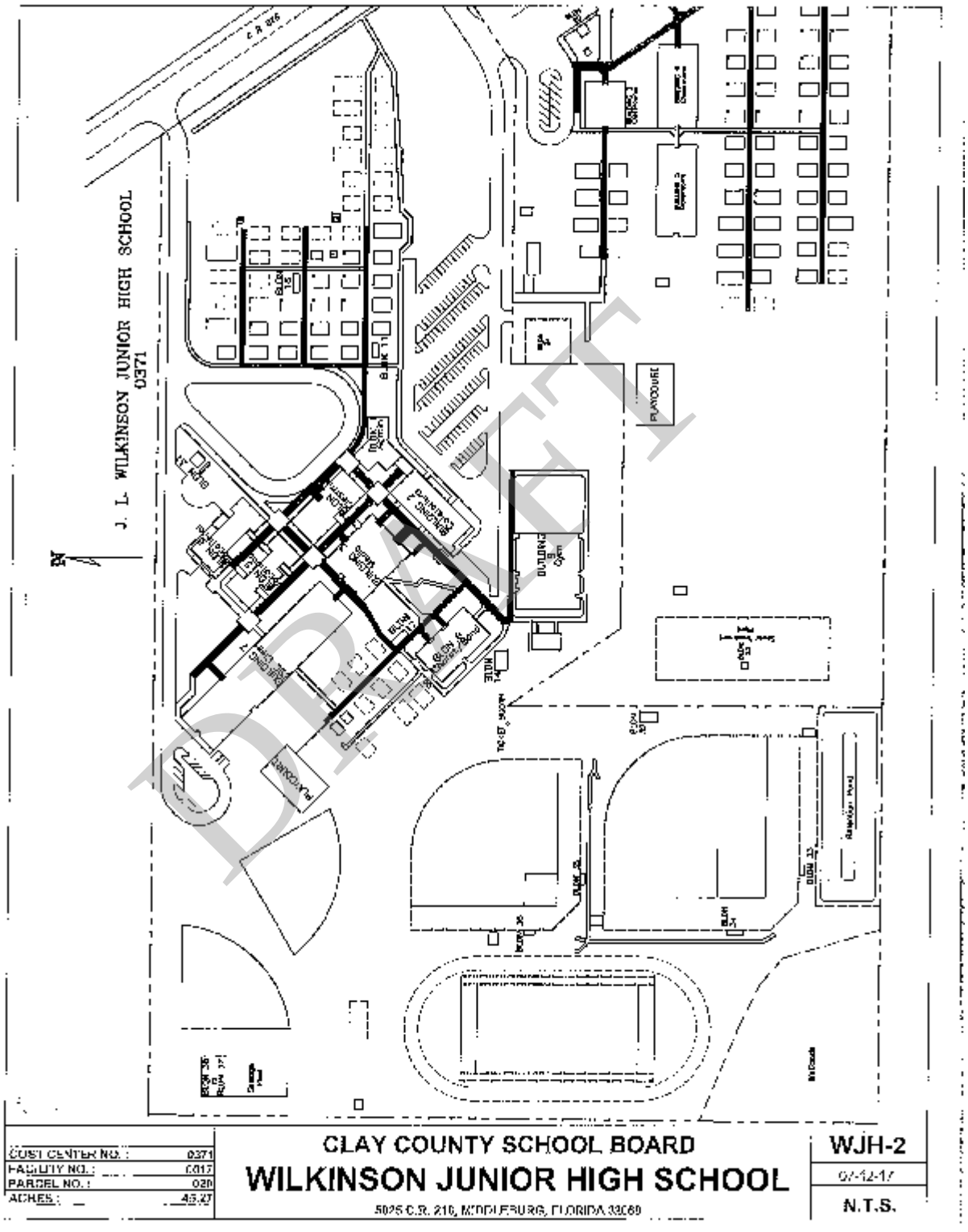
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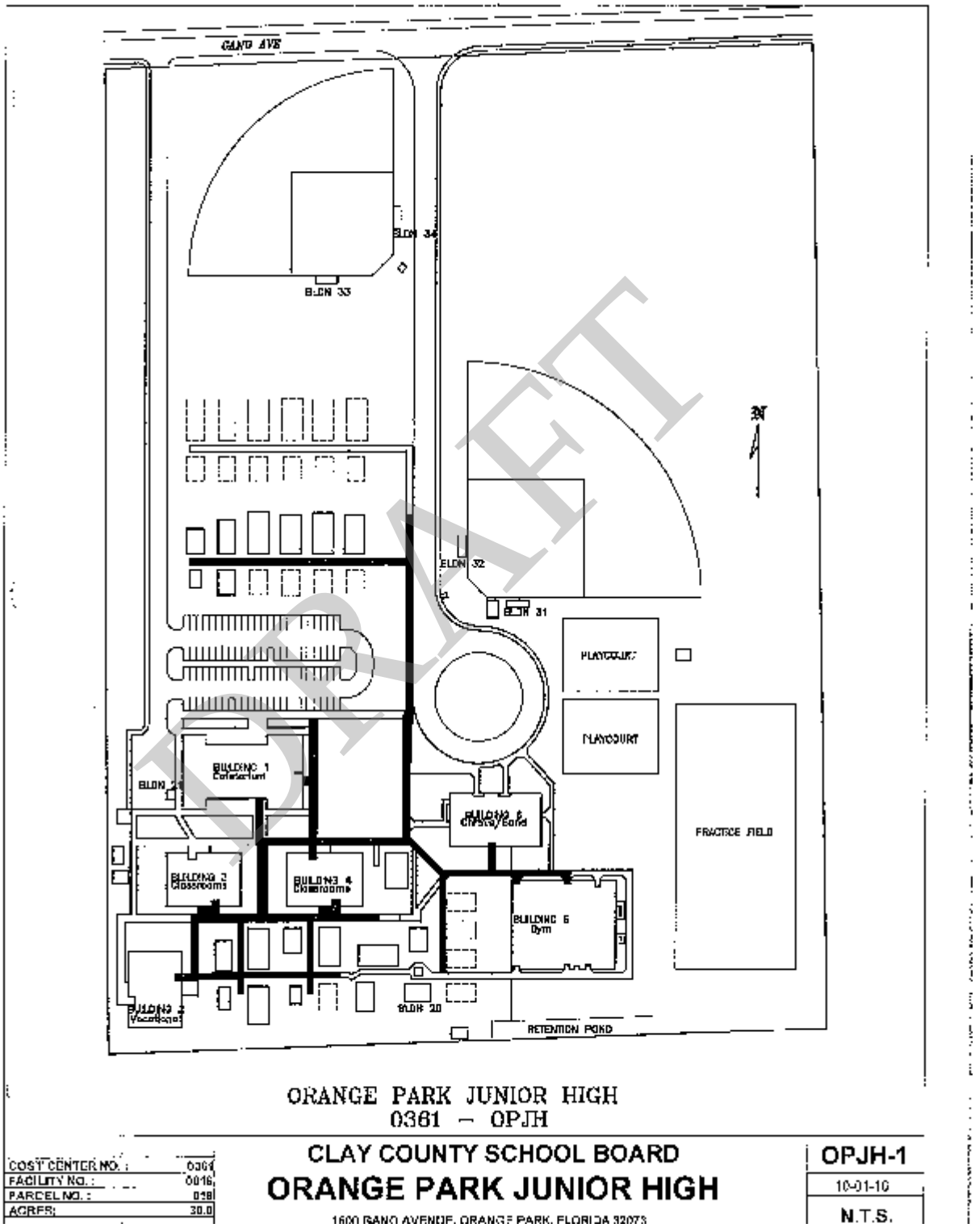


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School Maps

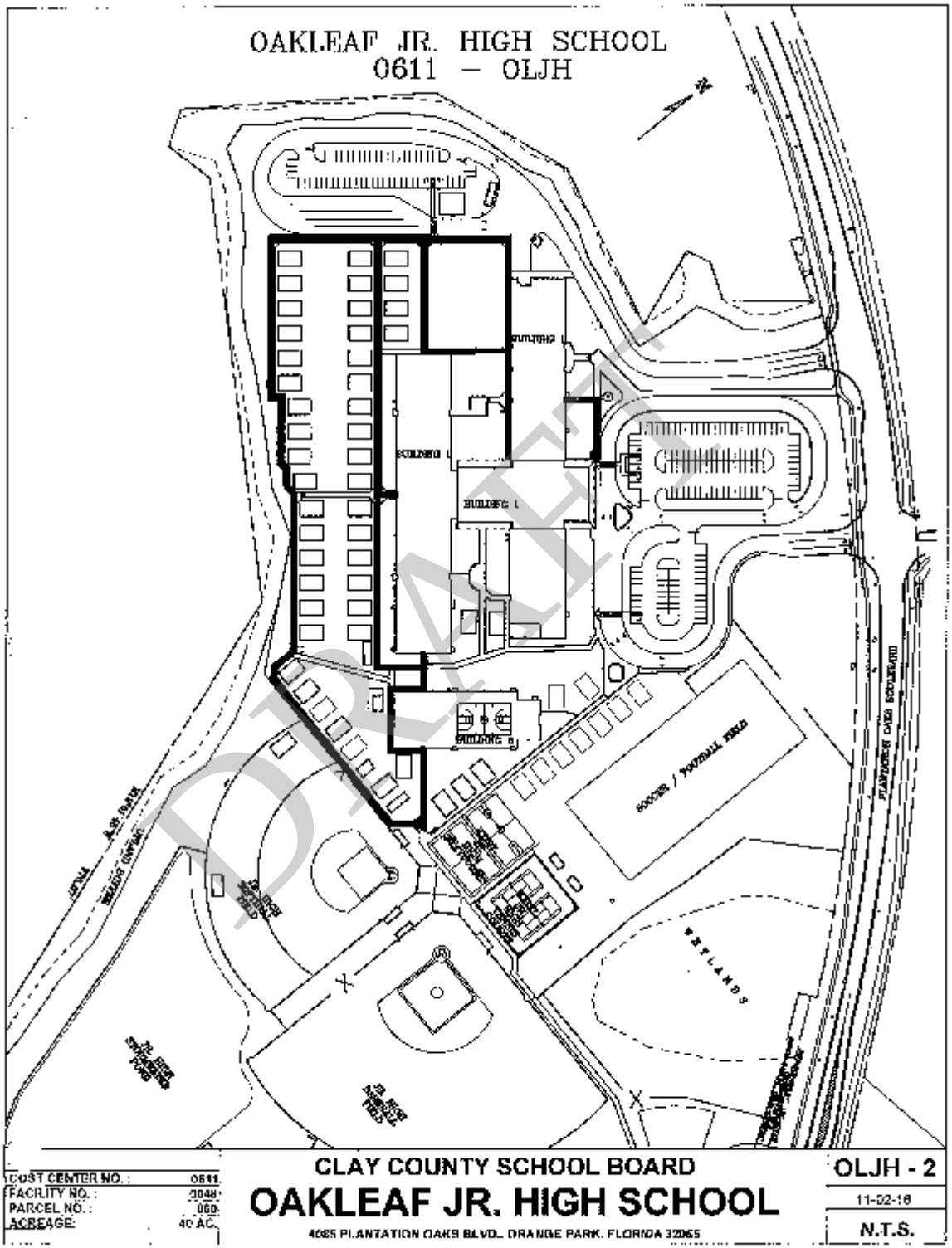


Appendix B - (13 maps)
School Maps



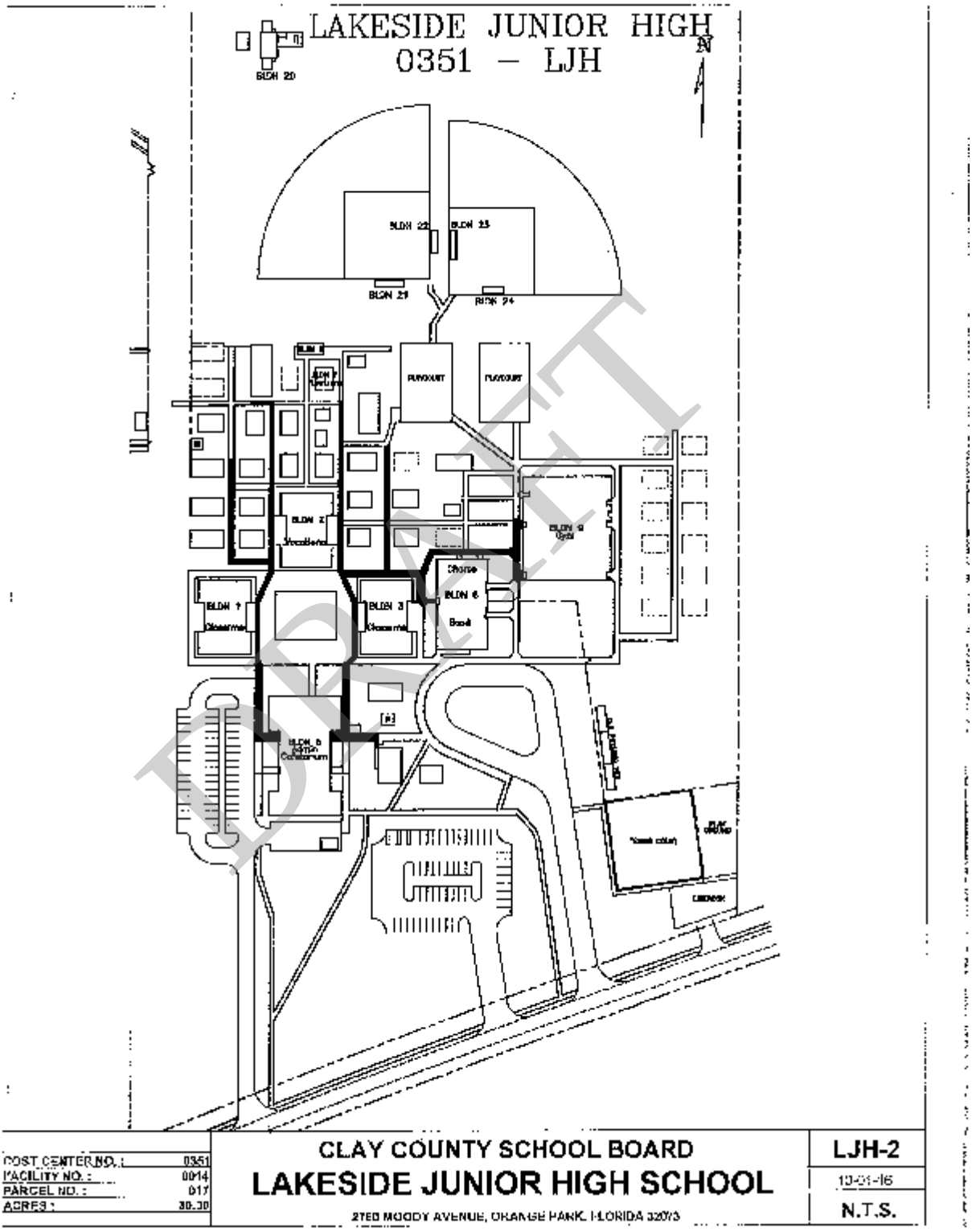
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Appendix B - (13 maps)
School Maps



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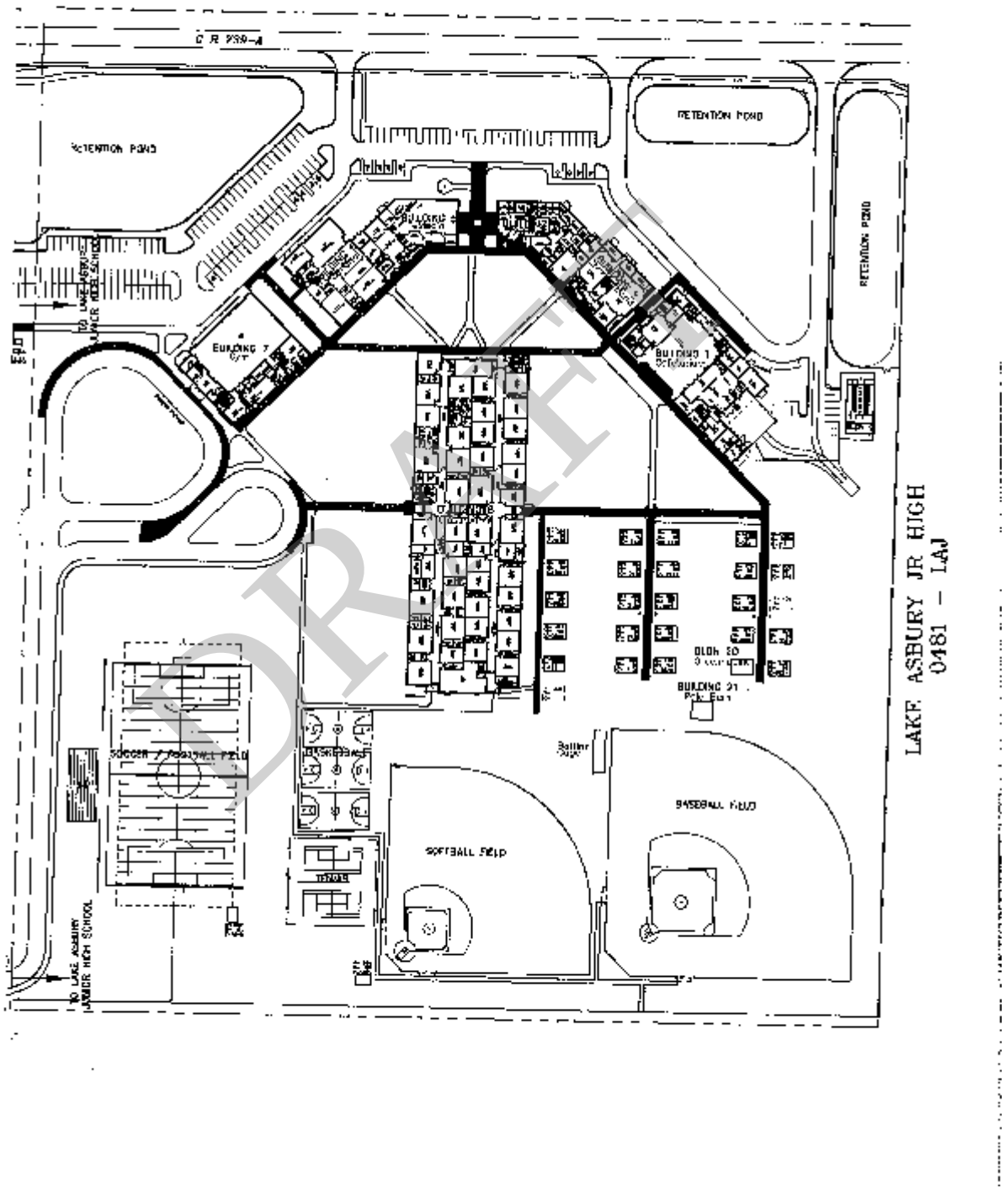
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School Maps



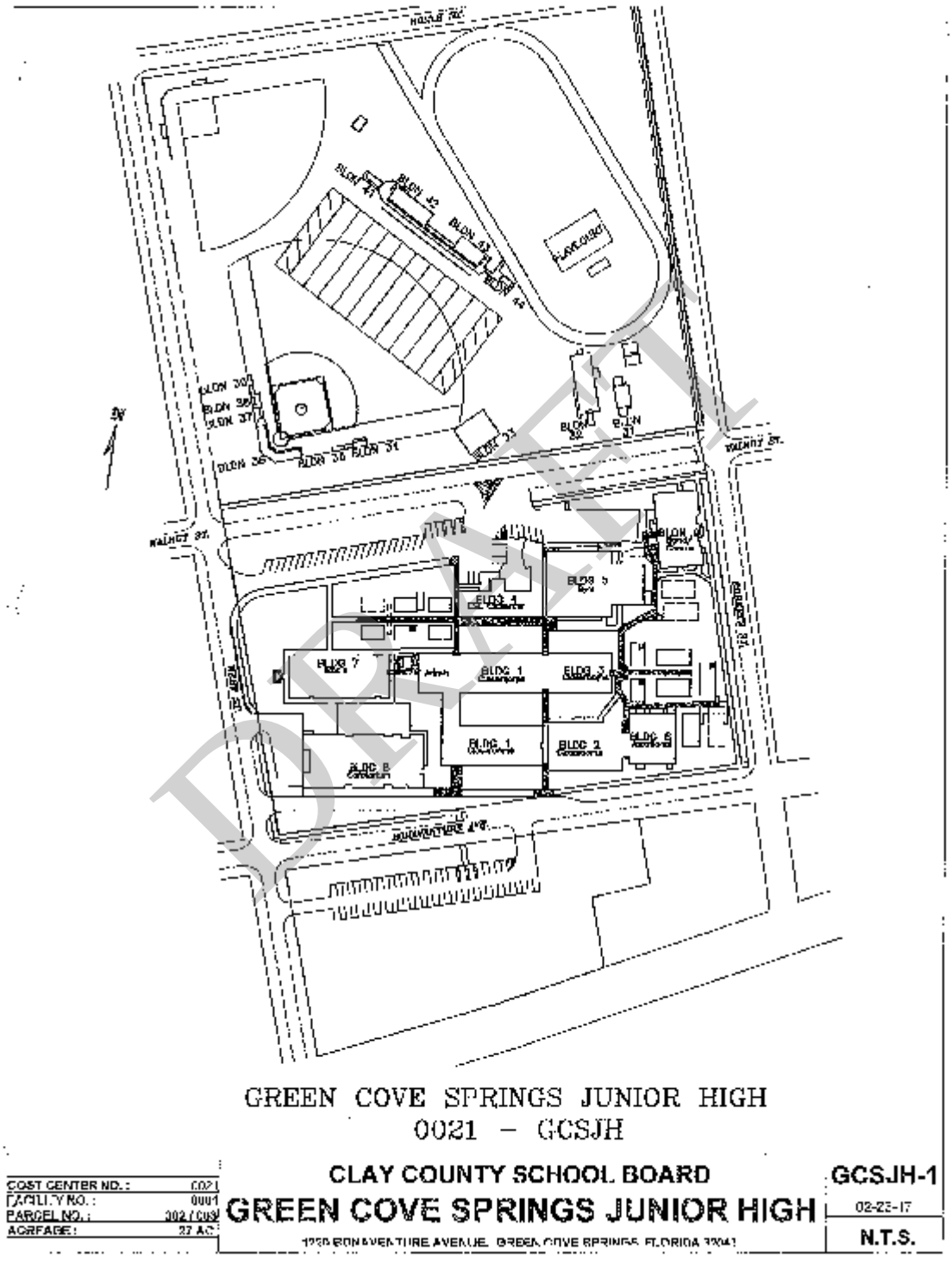
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Appendix B - (13 maps)
School Maps



Appendix B - (13 maps)
School Maps



ATTACHMENT 1
DISCLOSURE OF POTENTIAL CONFLICT OF INTEREST AND CONFLICTING EMPLOYMENT OR CONTRACTUAL RELATIONSHIP

Section 112.313 (3) and (7), Florida Statutes, sets forth restrictions on the ability of SBCC employees acting in a private capacity to rent, lease, or sell any realty, goods or services to SBCC. It also places restrictions on SBCC employees concerning outside employment or contractual relationships with any business entity which is doing business with SBCC.

Contractor must disclose in its RFP, the names of any employees who are employed by Contractor who are also an employees of SBCC. Persons identified below may have obligations and restrictions applicable to them under Chapter 112, Florida Statutes.

Name of Employee	SBCC Title or Position of Employee	SBCC Department/ School of Employee
_____	_____	_____
_____	_____	_____
_____	_____	_____

Check one of the following and sign:

☐ I hereby affirm that there are no known persons employed by Contractor who are also an employee of SBCC.

☐ I hereby affirm that all known persons who are employed by Contractor who are also an employee of SBCC have been identified above.

_____ _____
Signature Company Name

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ATTACHMENT 2
CERTIFICATION REGARDING NON-DISCRIMINATION

THE UNDERSIGNED ASSURES THAT IT SHALL COMPLY WITH:

A. TITLE VI OF THE CIVIL RIGHTS ACT OF 1964, AS AMENDED, 42 U.S.C. 2000d ET SEQ., WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF RACE, COLOR, OR NATIONAL ORIGIN.

B. SECTION 504 OF THE REHABILITATION ACT OF 1973, AS AMENDED, 20 U.S.C. 794, WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF HANDICAP.

C. TITLE IV OF THE EDUCATION AMENDMENTS OF 1972, AS AMENDED, 20 U.S.C. 1681 ET SEQ., WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF SEX.

D. THE AGE DISCRIMINATION ACT OF 1975, AS AMENDED, 42 U.S.C. 6101 ET SEQ., WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF AGE.

E. SECTION 654 OF THE OMNIBUS BUDGET RECONCILIATION ACT OF 1981, AS AMENDED, 42 U.S.C. 9849, WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF RACE, CREED, COLOR, NATIONAL ORIGIN, SEX, HANDICAP, POLITICAL AFFILIATION OR BELIEFS.

F. THE AMERICANS WITH DISABILITIES ACT OF 1990, P.L. 101-336, WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF DISABILITY AND REQUIRES REASONABLE ACCOMMODATION FOR PERSON WITH DISABILITIES.

G. ALL REGULATIONS, GUIDELINES, AND STANDARDS AS ARE NOW OR MAY BE LAWFULLY ADOPTED UNDER THE ABOVE STATUTES.

THE CONTRACTOR AGREES THAT COMPLIANCE WITH THIS ASSURANCE CONSTITUTES A CONDITION OF RECEIVING PAYMENTS UNDER THIS CONTRACT/PURCHASE ORDER AND THAT IT IS BINDING UPON THE CONTRACTOR FOR THE PERIOD DURING WHICH SERVICES/PRODUCTS ARE PROVIDED.

CONTRACTOR NAME:_____

AUTHORIZED CONTRACTOR REPRESENTATIVE SIGNATURE:

_____ _____
(Printed Name) (Signature)

_____ _____
(Title) (Date)

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ATTACHMENT 3
CERTIFICATION REGARDING LOBBYING

CERTIFICATION FOR CONTRACTS, GRANTS, LOANS AND COOPERATIVE AGREEMENTS

THE UNDERSIGNED CERTIFIES, TO THE BEST OF HIS OR HER KNOWLEDGE AND BELIEF, THAT:

1. NO FEDERAL APPROPRIATED FUNDS HAVE BEEN PAID OR SHALL BE PAID BY OR ON BEHALF OF THE UNDERSIGNED, TO ANY PERSON FOR INFLUENCING OR ATTEMPTING TO INFLUENCE AN OFFICER OR EMPLOYEE OF ANY AGENCY, A MEMBER OF CONGRESS, AN OFFICER OR EMPLOYEE OF CONGRESS, OR AN EMPLOYEE OF A MEMBER OF CONGRESS IN CONNECTION WITH THE AWARDING OF ANY FEDERAL CONTRACT, THE MAKING OF ANY FEDERAL GRANT, THE MAKING OF ANY FEDERAL LOAN, THE ENTERING INTO OF ANY COOPERATIVE AGREEMENT, AND THE EXTENSION, CONTINUATION, RENEWAL, AMENDMENT, OR MODIFICATION OF ANY FEDERAL CONTRACT, GRANT, LOAN OR COOPERATIVE AGREEMENT.

2. IF ANY FUNDS OTHER THAN FEDERAL APPROPRIATED FUNDS HAVE BEEN PAID OR SHALL BE PAID TO ANY PERSON FOR INFLUENCING OR ATTEMPTING TO INFLUENCE AN OFFICER OR EMPLOYEE OF ANY AGENCY, A MEMBER OF CONGRESS, AN OFFICER OR EMPLOYEE OF CONGRESS, OR AN EMPLOYEE OF A MEMBER OF CONGRESS IN CONNECTION WITH THIS FEDERAL CONTRACT, GRANT, LOAN, OR COOPERATIVE AGREEMENT, THE UNDERSIGNED SHALL COMPLETE AND SUBMIT STANDARD FORM-LLL, “DISCLOSURE FORM TO REPORT LOBBYING,” IN ACCORDANCE WITH ITS INSTRUCTIONS.

3. THE UNDERSIGNED SHALL REQUIRE THAT THE LANGUAGE OF THIS CERTIFICATION BE INCLUDED IN THE AWARD DOCUMENTS FOR ALL SUB-AWARDS AT ALL TIERS (INCLUDING SUBCONTRACTS, SUB-GRANTS AND CONTRACT UNDER GRANTS, LOANS, AND COOPERATIVE AGREEMENTS) AND THAT ALL SUB-RECIPIENTS SHALL CERTIFY AND DISCLOSE ACCORDINGLY.

THIS CERTIFICATION IS MATERIAL REPRESENTATION OF FACT UPON WHICH RELIANCE WAS PLACED WHEN THIS TRANSACTION WAS MADE OR ENTERED INTO. SUBMISSION OF THIS CERTIFICATION IS A PREREQUISITE FOR MAKING OR ENTERING INTO THIS TRANSACTION IMPOSED BY SECTION 1352, TITLE 31, and U. S. CODE. ANY PERSON WHO FAILS TO FILE THE REQUIRED CERTIFICATION SHALL BE SUBJECT TO CIVIL PENALTY OF NOT LESS THAN $10,000 AND NOT MORE THAN $100,000 FOR EACH SUCH FAILURE.

AUTHORIZED SIGNATURE OF CONTRACTOR **DATE**

DRAFT

ATTACHMENT 4

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION - LOWER TIER COVERED TRANSACTIONS

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion - Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-Procurement List.

Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

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Instructions for Certification:

The prospective lower tier participant certifies, by submission of this proposal that neither it nor its principals are:

presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency;

have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in performing a public (federal, state or local) transaction or contract under a public transaction; or for violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements or receiving stolen property;

are not presently indicted for or otherwise criminally or civilly charged by a government entity (federal, state or local) with commission of the offenses enumerated in this certification; or

(d) have not within a three-year period preceding this application had one or more public transaction (federal, state or local) terminated for cause or default.

Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Contractor: _____

_____ _____

Printed Name Title of Authorized Representative

Signature: _____ Date: _____

ATTACHMENT 5
DRUG-FREE WORKPLACE CERTIFICATION

Preference shall be given to Contractors submitting a certification with their proposal certifying they have a drug-free workplace in accordance with Section 287.087, Florida Statutes, as currently enacted or as amended from time to time.

IDENTICAL TIE RFP – Preference shall be given to businesses with drug-free workplace programs. Whenever two or more RFPs, which are equal with respect to price, quality, and service, are received by the State or by any political subdivision for the procurement of commodities or contractual services, a RFP received from a business that certifies that it has implemented a drug-free workplace program shall be given preference in the award process. Established procedure for processing tie RFPs shall be followed if none of the tied Contractors have a drug-free workplace program, a business shall:

1. Publish a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace and specifying the actions what shall be taken against employee for violations of such prohibition.

2. Inform employees about the dangers of drug abuse in the workplace, the business's policy of maintaining a drug-free workplace, any available drug counseling, rehabilitation, and employee assistance programs, and the penalties that may be imposed upon employees for drug abuse violations.

3. Give each employee engaged in providing the commodities or contractual services that are under RFP a copy of the statement specified in subsection (1).

4. In the statement specified in subsection (1), notify the employees that, as a condition of working on the commodities or contractual services that are under, the employee shall abide by the terms of the statement and shall notify the employer of any conviction of, or plea of guilty or nolo contendero to, any violation of Chapter 893 or of any controlled substance law of the United States or any state, for a violation occurring in the workplace no later than five (5) days after such conviction.

5. Impose a sanction on, or require the satisfactory participation in a drug abuse assistance or rehabilitation program if such is available in the employee's community, by any employee who is so convicted.

6. Make a good faith effort to continue to maintain a drug-free workplace through implementation of this section.

As the person authorized to sign the statement, I certify that this firm complies fully with the above requirements.

COMPANY NAME:_____

CONTRACTOR'S SIGNATURE:_____

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ATTACHMENT 6

STATEMENT OF PRINCIPAL PLACE OF BUSINESS

(To be completed by each Contractor)

Name of Contractor: _____

Identify the state in which the Contractor has their principal place of business: _____

Identify the political subdivision (outside of Florida) in which Contractor has its principal place of business:

_____

OPINION OF OUT-OF-STATE CONTRACTOR'S ATTORNEY ON BIDDING PREFERENCES

(To be completed by the Attorney for any Out-of-State Contractor)

NOTICE: Section 287.084.(2), Fla. Stat., provides that "A Contractor whose principal place of business is outside this state must accompany any written bid, proposal, or reply documents with a written opinion of any attorney at law licensed to practice law in that foreign state, as to the preferences, if any or non, granted by the law of the state [or political subdivision thereof] to its own business entities whose principal places of business are in that foreign state in the letting of any or all public contract." See also: Section 287.084(1), Fla. Stat.

LEGAL OPINION ABOUT STATE BIDDING PREFERENCES

(Please Select One)

_____ The Contractor's principal place of business is in the State of _____ and it is my legal opinion that the laws of that sate **do not grant a preference** in the letting of any or all public contracts to business entities whose principal places of business are in that state.

_____ The Contractor's principal place of business is in the State of _____ and it is my legal opinion that the laws of that state **grant the following preference(s)** in the letting of any public contracts to business entities whose principal places of business are in that state. [Please describe applicable preference(s) and identify applicable state law(s)]

_____

_____

LEGAL OPINION ABOUT POLITICAL SUBDIVISION BIDDING PREFERENCES

(Please Select One)

_____ The Contractor's principal place of business is in the political subdivision of _____ and it is my legal opinion that the laws of that political subdivision **do not grant a preference** in the letting of any or all public contracts to business entities whose principal places of business are in the political subdivision.

_____ The Contracctor's principal place of business is in the political subdivision of _____ and it is my legal opinion that the laws of that political subdivision **grant a preference** in the letting of any or all public contracts to business entities whose principal places of business are in the political subdivision. [Please describe applicable preference(s) and identify applicable authority granting the preference(s)]:

_____

_____

Signature of out-of-state Contractor's attorney: _____

Printed name of out-of-state Contractor's attorney: _____

Address of out-of-state Contractor's attorney: _____

_____

Telephone Number of out-of-state Contractor's attorney: (__) _____ - _____

E-mail address of out-of-state Contractor's attorney: _____

Attorney's states of bar admission: _____

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ATTACHMENT 7
NON-COLLUSION AFFIDAVIT

State of FLORIDA)
County of CLAY)

My name is (INSERT NAME _____). I hereby attest that I am authorized to execute this affidavit on behalf of my firm, its owners, directors, and officers. I have personal knowledge of the price(s), guarantees and the total financial commitment represented in the firm's offer and/or contract.

(1) The firm's prices and amounts offered have been arrived at independently and without consultation, communication or agreement with any other Contractor or respondent.

(2) Neither the final nor approximate prices or amounts offered have been disclosed to any other firm or person who is a respondent or potential respondent, nor were they disclosed prior to opening of offers.

(3) The offer from my firm is made in good faith and no attempt has been made to induce any firm or person to refrain from submitting an offer, or to submit an offer higher than our offer, or to submit any intentionally high or noncompetitive offer or other form of complementary offer.

(4) (INSERT NAME OF COMPANY _____) its affiliates, subsidiaries, officers, directors, employees are not currently under investigation by any governmental agency and have not in the last three years been convicted or found liable for any act prohibited by State or Federal law in any jurisdiction, involving conspiracy or collusion with respect to bidding, proposing or offering on any public contract, except as follows:

I attest that (INSERT NAME OF COMPANY _____) understands and acknowledges that the above representations are material and important, and will be relied on by The School Board of Clay County, Florida, in awarding the contract for which this offer is submitted. I understand and my firm understands that any misstatement of material representations herein shall be treated as fraudulent or otherwise intentional concealment of the true facts relating to submission of offers for this contract.

CONTRACTOR NAME: _____

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

_____ _____
(Printed Name) (Signature)

_____ _____
(Title) (Date)

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ATTACHMENT 8
APPLICANT STATEMENT – BACKGROUND INFORMATION

1. Legal Name and Address:
   Address of Proposed Office in Charge, if different:
   Contact Person and Position:
   Telephone:

2. Circle One: Corporation, Partnership, Individual, Joint Venture or Other

3. If Corporation,
   Date of Incorporation:
   State of Incorporation:
   If out-of-state Corporation currently authorized to do business in Florida, give date of such authorization:
   Names and Titles of Principal Officers:

4. Name and Address and amount of ownership of all stockholders owning more than 10 percent of the company:

5. If Partnership: Date of Organization:
   Nature of Partnership (General, Limited, or Association):
   Name and Address of Partners:

6. If Individual: Name and Address of Owner:

7. Under what other or former names has your organization operated?

8. Length of time in business.

9. Describe any litigation or regulatory action filed against your firm in the last three (3) years, and the resolution thereof.

10. State whether the firm has offices and representatives in the State of Florida and/or in Clay County or surrounding Counties.

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Proposal Certification

I hereby certify that I am submitting the enclosed information as my company's cost proposal by virtue of executing and returning this FEE SCHEDULE. I further certify full, complete and unconditional acceptance of the contents of the Request for Proposal, and all appendices and the contents of any Addenda released thereto.

If selected, I agree to execute any required truth-in-negotiations certificate stating that the rates of compensation and other factual unit costs supporting the compensation are accurate, complete and current at the time of contract.

_____

AUTHORIZED SIGNATURE OF CONTRACTOR DATE

DRAFT

CLAY COUNTY DISTRICT SCHOOLS

PURCHASING AND MATERIAL MANAGEMENT

800 Center Street
Green Cove Springs, Florida 32043

Telephone: 904-336-6736

David S. Broskie
Superintendent of Schools

BOARD MEMBERS:

Janice Kerekes
District 1
Carol Studdard
District 2
Tina Bullock
District 3
Mary Bolla
District 4
Ashley Gilhousen
District 5

October 19, 2020

Jeff Pilcher
St Johns Turf Care
1040 Hastings Federal Point Rd.
East Palatka, FL 32131

SUBJECT: Notice of Award Recommendation / Contract Negotiation under RFP # 20-MA-319

Dear Mr. Pilcher:

This letter is regarding the Request for Proposals (RFP) issued by the School Board of Clay County (SBCC) for ATHLETIC FIELD MAINTENANCE SERVICES - COUNTY WIDE. The RFP Evaluation Committee has evaluated the proposals received utilizing the evaluation criteria identified in the RFP and has made the recommendation to award the (2) two highest-ranking qualified Contractors:

- Agrow Pro, Inc.
- St. Johns Turf Care

The SBCC Purchasing Department has provided Notice of Award Recommendation as stated in the RFP. The Notice of Award Recommendation is subject to the execution of a written contract and, as a result, this Notice does NOT constitute the formation of a contract between the SBCC and the apparent successful Contractors. The SBCC further reserves the right to cancel this Notice at any time. The vendor shall not acquire any legal or equitable rights relative to the contract services until a contract containing terms and conditions is accept and approved by the School Board of Clay County at a Board Meeting.

As provided in the RFP, the SBCC's preference/selection of any proposal does not constitute an award of a Contract with the SBCC. It is anticipated that subsequent to the SBCC preference/selection of any proposal, Contract negotiations will follow between the SBCC and the selected Contractor(s). It is further expressly understood that no contractual relationship exists with the SBCC until a written Contract has been formally executed by both the SBCC, and the selected Contractors.

The Purchasing Department will contact the aforementioned Contractors to negotiate a written service contract for an initial three (3) year period with the option to renew for three additional one (1) year contract periods upon mutual agreement by all parties in writing.

Thank you for your response and your interest in serving the needs of the School Board of Clay County.

Sincerely,
SCHOOL BOARD OF CLAY COUNTY

Bertha Staefe
Supervisor of Purchasing and Material Management

DRAFT

REQUEST FOR PROPOSALS – RFP # 20-MA-319
ATHLETIC FIELD MAINTENANCE SERVICES

ST JOHNS TURF CARE

FINALIST CLARIFICATION - BEST AND FINAL OFFER

I. Objective

The School Board of Clay County, Florida (SBCC) Purchasing Department received your proposal for RFP # 20-MA-319 ATHLETIC FIELD MAINTENANCE SERVICES. The Proposal Committee completed their preliminary ranking and had a few items that need clarification regarding service/availability and pricing. The SBCC would like to request Contractor clarification to include the Contractor Best and Final Offer.

II. Service & Availability

As the Proposal Committee reviewed the results of the Athletic Field Maintenance Services RFP, there were a few topics that came up regarding the company's experience when it came to Athletic fields and if the company's workload can handle new business. Please prepare a response to the following questions.

1. Could your company accommodate the additional work that would result if awarded the services from this RFP when added to your current workload, and how would you do that? Yes, we have another employee that we will be hiring to help with the increase work load.

2. What services has the company performed on school athletic fields? What field types & how many? Laze Mowing, Berming, Fertilizing, all Clay work on baseball + Softball. Field Renovations, Field Restructuring, Drainage work we do all Field needs on any type of Field. We've been doing These jobs for 5 yr. on Probably 30-35 Fields over the last few yrs.

3. Per the RFP, *"Contractor(s) shall ensure that all restricted-use pesticides/herbicides/chemicals will be applied only by employees licensed by the Florida Department of Agriculture and Consumer Services with the appropriate Commercial Applicator License. That license will be a* ***Category 3 Ornamental and Turf Pest Control License****"*. How many certified technicians hold the specified certification? If need be, will the company have more employees certified? We have 2 now, with 3 guys signed up to take the next test when offered.

II. Pricing - Best and Final Offer

As the Proposal Committee reviewed the results of the Athletic Field Maintenance Services RFP, there were wide pricing variances in the proposals received. Per the RFP: *"Estimates shall be* ***priced per all pricing submitted under this RFP****, to include the labor and itemized material list"*. Pricing is a key component of this RFP so the Best and Final Offer shall include pricing for ALL Sections A, B, C, D. The use of "Field" as measurement seemed to cause confusion so we clarified the measurement to Acre or Square Foot. Please complete pages 2-3 with BEST AND FINAL OFFER - Pricing, Sections A, B, C, D.

Finalist Clarification – Best and Final Offer can be emailed to Bertha.Staefe@myoneclay.net. We are requesting clarification and offer by Close of Business Wednesday, October 7, 2019 so they can be presented at the Proposal Committee Meeting scheduled for October 13, 2020 at 9:00 AM.

If you have any questions please call Bertha Staefe at (904) 336-6736

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ST JOHNS TURF CARE

FINALIST CLARIFICATION - BEST AND FINAL OFFER

PRICING

A. Standard Services – Fixed Labor Rates:

Contractor(s) are expected to provide a rate for each of the specific services listed below, that shall include all supervision, labor costs, equipment, machinery, insurances, overhead, vehicle use charges, profit, travel time, mileage; and all tools or hand tools normally associated with the trade or industry standard and be exclusive of taxes as well as any other items necessary for the proper execution and completion of any services rendered under this RFP. **No additional charges or hidden costs shall be allotted during the course of the contract.** Contractor(s) shall provide pricing for all items listed below, failure to do so shall be cause for proposal to be deemed non-responsive.

	Service		Cost Per Application	Per
1.	Herbicide Application	Liquid	$ 45.00	Acre
		Granular	$ 45.00	Acre
2.	Insecticide Application	Liquid	$ 45.00	Acre
		Granular	$ 45.00	Acre
3.	Fertilizer Application	Liquid	$ 45.00	Acre
		Granular	$ 45.00	Acre
4.	Fungus / Disease control	Liquid	$ 45.00	Acre
		Granular	$ 45.00	Acre
5.	Aeration – Football Stadium		$ 500.00	Acre
6.	Aeration – Baseball		$ 500.00	Acre
7.	Aeration – Softball		$ 500.00	Acre
8.	Verticutting – Football Stadium		$ 1250.00	Acre
	Verticutting – Baseball		$ 1250.00	Acre
	Verticutting – Softball		$ 1000.00	Acre
	Rototill – Football Stadium		$ —	Square Foot
	Rototill – Baseball Laser Grade		$ 1250	Square Foot
	Rototill – Softball Laser Grade		$ 1250	Square Foot
	Top Dressing – Football Stadium		$ 500/24 Ton Load	Acre
	Top Dressing – Baseball		$ 500/24 Ton Load	Acre
	Top Dressing – Softball		$ 500/24 Ton Load	Acre
9.	Sod removal / replacement		$ 1.50	Square Foot

B. Additional Services – Fixed Labor Rates:

Contractor shall supply hourly labor rates below for any and all **additional services** that are similar in scope and intent of this RFP or for work at the request of SBCC. Rates shall be provided for a Lead Supervisor and technician. All labor rates shall include the use of truck, tools and all other items necessary for satisfactory service. Rates shall be provided for standard business hours (M-F, 7am to 5pm) and non-standard business hours (anytime/day outside of standard business hours). All hourly rates and times shall start on the "job site". Any travel time expenses shall be borne by the Contractor and will not be reimbursed by SBCC.

Trade	Standard Hourly Rate	Non Standard Hourly Rate
Lead Supervisor	$ 156.25	$ —
Technician	$ 156.25	$ —
Other:	$ 156.25	$ —
Other:	$ 156.25	$ —

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ST JOHNS TURF CARE

FINALIST CLARIFICATION - BEST AND FINAL OFFER

C. Optional Services - Fixed Labor Rates:
Contractor(s) may provide a rate for each of the optional specific services listed herein, that shall include all supervision, labor costs, equipment, machinery, insurances, overhead, vehicle use charges, profit, travel time, mileage; and all tools, or hand tools normally associated with the trade or industry standard and be exclusive of taxes as well as any other items necessary for the proper execution and completion of any services rendered under this RFP. **No additional charges or hidden costs shall be allotted during the course of the contract.**

	Service	Cost	Per
	Warning track grading	$ 25 cp	Square Foot
	Infield Conditioner spreading	$ 23 cp	Square Foot
	Rye seed spreading	$ 250 cp	Acre
	Rye Grass removal	$ 75 cp	Acre

D. Chemicals/Materials/Sand/Seed/Infield Conditioner:
Any and all chemicals, materials, sand, seeds or conditioners directly related to the services described herein shall be noted below unless otherwise noted in this RFP. Please list any below that may have high usage under this RFP, along with the markup percentage. Chemical pricing is per pound for granular and per gallon for liquid. Sand, seed and infield conditioner pricing is per 50lb bag.

Name	Brand	Manufacturer	EPA#	MSDS#	Usage	Price
	All Products bought through us will be marked up 20%					___% above cost
						___% above cost
						___% above cost
						___% above cost
						___% above cost
						___% above cost
						___% above cost
						___% above cost
						___% above cost
						___% above cost
						___% above cost
						___% above cost
List an overall % above cost to products that Contractor can supply but that are not listed above.						20 % above cost

By submitting BEST AND FINAL OFFER, the Contractor certifies that the Contractor has fully read, understands, and agrees to RFP # 20-MA-319 General Conditions, Special Conditions, to include full knowledge of the scope, nature, and quality of work to be performed. Contractor agrees to abide by all conditions of RFP to include Best and Final Offer, and certifies that they are authorized to sign for the Contractor.

Jeff Pilcher 10/6/20

Authorized Contractor SIGNATURE and PRINTED NAME **DATE**

ST JOHNS TURF CARE. Email: stjohnsturfcare@gmail.com, jdjpilcher@gmail.com

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SUBMIT RFP TO:

SCHOOL BOARD OF CLAY COUNTY
PURCHASING DEPARTMENT

800 Center Street
Green Cove Springs, Florida 32043

REQUEST FOR PROPOSAL

Acknowledgement Form

Page 1 of 42 Pages	RFP WILL BE OPENED AT: **2:00 P.M. SEPTEMBER 22, 2020** and may not be withdrawn within 90 days after such date and time.	RFP NO. **20-MA-319**

POSTING TIME & DATE	PURCHASING DEPARTMENT REPRESENTATIVE	RFP TITLE
10:00 A.M. AUGUST 11, 2020	**Scott Schultz, Procurement Coordinator** **Email: Scott.Schultz@myoneclay.net**	**ATHLETIC FIELD MAINTENANCE SERVICES – COUNTY WIDE**

CONTRACTOR NAME

ST Johns Turf Care

CONTRACTOR MAILING ADDRESS

1040 Hastings Federal Point Rd

CITY-STATE-ZIP

East Palatka, FL 32131

TELEPHONE NUMBER: ( )

352-258-3319

FAX NUMBER: ( )

EMAIL ADDRESS:

JDJ Pilcher@gmail.com

"NO RFP" REASON FOR NOT SUBMITTING RFP

To qualify as a respondent, bidder shall submit only this bidder acknowledgement form and it shall be received no later than the stated RFP opening date and hour.

AUTHORIZED SIGNATURE (MANUAL)

Jeff Pilcher

AUTHORIZED SIGNATURE (TYPED or PRINTED)

Co. Owner

TITLE

I hereby certify that I am submitting the following information as my firm's (Bidder and/or Contractor) RFP and am authorized as the Bidder and/or Contractor to do so. Bidder agrees to complete and unconditional acceptance of the contents of all pages in this Request For Proposal (RFP), and all appendices and the contents of any Addenda released hereto; Bidder agrees to be bound to any and all specifications, terms, conditions contained in RFP, and any released Addenda and understand that the following are requirements of RFP and failure to comply will result in disqualification of RFP submitted; Bidder certifies this offer is made without prior understanding, agreement, or connection with any corporation, firm, business entity or person submitting an offer for the same materials, supplies, equipment, or services(s), and is in all respects fair and without collusion or fraud. Bidder acknowledges that all information contained herein is part of the public record as defined by State of Florida Sunshine and Public Records Laws; all responses, data and information contained in this RFP are true and accurate.

SEALED RFP: All RFP sheets, requested documents, and this acknowledgement form must be executed and submitted in a sealed envelope. (DO NOT INCLUDE MORE THAN ONE PROPOSAL PER ENVELOPE.) The face of the envelope shall contain, in addition to the above address, the RFP number, date and time of the RFP opening and the company name. All RFPs are subject to the conditions specified herein. Those which do not comply with these conditions are subject to RFP being considered Non-Responsive.

SIGNATURE REQUIRED CHECKLIST:

Documents shall be submitted with RFP

X REQUEST FOR PROPOSAL ACKNOWLEDGEMENT FORM (Page 1)
X SPECIAL CONDITIONS (Page 9)
X PRICING TABLES (Page 16)
X DISCLOSURE OF POTENTIAL CONFLICT OF INTEREST (Page 34)
X CERTIFICATION REGARDING NON-DISCRIMINATING (Page 35)
X CERTIFICATION REGARDING LOBBYING (Page 36)
X CERTIFICATION REGARDING DEBARMENT, SUSPENSION (Page 37)
X DRUG-FREE WORKPLACE CERTIFICATION (Page 38)
X BIDDER'S STATEMENT PRINCIPAL PLACE BUSINESS (Page 39)
X NON-COLLUSION AFFADAVIT (Page 40)
X PROPOSAL CERTIFICATION (Page 42)

SUBMITTAL REQUIRED CHECKLIST:

Documents submitted with RFP.

X APPLICANT STATEMENT–BACKGROUND INFORMATION (Page 41)

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SEALED RFP REQUIREMENTS: Unless otherwise specified, bidders shall use the form(s) furnished by the Purchasing Department, of the School Board of Clay County, Florida ("SBCC" or "District") and enter information only in the spaces where a response is requested. Any modifications or alterations to the original RFP documents by the bidder, whether intentional or otherwise, may constitute grounds for rejection of a RFP. Bidders may use an attachment as an addendum to the RFP if sufficient space is not available on the original form for the bidder to enter a complete response. For purpose of evaluation, the bidder shall indicate any and all variances from specifications, terms, and/or conditions regardless of how slight. If variations are not stated in the RFP, it shall be assumed that the product or service fully complies with the specifications, terms, and conditions herein.

BIDDER'S RESPONSIBILITY: It is the responsibility of the Bidder to be certain that all numbered pages of the RFP and all attachments thereto are received and all Addendum released are received prior to submitting a RFP without regard to how a copy of this RFP was obtained. All RFPs are subject to the conditions specified herein, on the attached RFP documents, and on any Addenda issued thereto.

RFP SUBMITTED: Completed RFP must be submitted in a sealed envelope with RFP number and name clearly typed or written on the front of the envelope. **RFPs must be time stamped in SBCC Purchasing Department on or before Due Date and Time listed on Acknowledgement Form. The address for RFP submittal, including hand delivery and overnight courier delivery, is indicated as: 800 Center Street, Green Cove Springs, Florida 32043.** RFPs submitted by telegraphic, email, or facsimile transmission shall not be accepted. The Bidder is fully and completely responsible for the payment of all delivery costs associated with the delivery of their RFP or related material. Procurement and Warehousing Services shall not accept delivery of any RFP or related material requiring SBCC to pay for any portion of the delivery cost or the complete delivery cost.

EXECUTION OF RFP: RFP shall contain a manual signature of an authorized representative, officer or employee having authority to legally bind the company or firm in the space provided above. All RFPs must be completed in ink or typewritten. Use of erasable ink is not permitted.

If a price correction is necessary, draw a single line through the entered figure and enter the corrected figure or use an opaque correction fluid. All price corrections must be initialed by the person signing the RFP even when using opaque correction fluid. SBCC reserves the right to reject any RFP or RFP item completed in pencil or any RFP that contains illegible entries or price corrections not initialed.

PRICES QUOTED: Deduct discounts and quote firm net prices. Give both unit price and extended total. Prices must be stated in units to quantity specified in the RFP specification. In case of discrepancy in computing the amount of the RFP, the **Unit Price** quoted shall govern. Each item must be RFP separately and no attempt is to be made to tie any item or items in with any other item or items. All prices quoted shall be F.O.B. destination and freight prepaid (Bidder pays and bears freight charges). Awardee owns goods in transit and files any claims. Bidder is requested to offer a cash discount for prompt invoice payment, however such discounts shall not be considered in determining the lowest net cost for RFP evaluation purposes. Discount time shall be computed from the date of satisfactory delivery at place of acceptance or from receipt of correct invoice at the SBCC Accounts Payable Department, whichever is later. *Cash or quantity discounts offered shall not be a consideration in determination of award of RFP(s).*

TAXES: SBCC does not pay Federal Excise and State taxes. The applicable tax exemption number is shown on the Purchase Order.

MISTAKES: Bidders are expected to examine the specifications, delivery schedules, RFP prices and extensions, and all instructions pertaining to supplies and services. Failure to do so shall be at Bidder's risk.

CONDITION AND PACKAGING: It is understood and agreed that any item offered or shipped as a result of this RFP shall be new (current production model at the time of this RFP) unless otherwise specified. All containers shall be suitable for storage or shipment and all prices shall include standard commercial packaging.

SUBSTITUTIONS: SBCC *SHALL NOT* accept substitute shipments of any kind. Awardees are expected to furnish the brand quoted in their RFP once awarded by SBCC. Any substitute shipments shall be returned at the Awardee's expense.

MANUFACTURER'S NAMES AND APPROVED EQUIVALENTS: Any manufacturer's names, trade names, brand names, information, and/or catalog numbers listed in a specification are for information and not intended to limit competition. The bidder may offer any brand for which he is an authorized representative, which meets or exceeds the specification for any item(s). If RFPs are based on equivalent products, indicate the manufacturer's name and product number on the RFP form. Bidder shall submit cuts, sketches, and descriptive literature and/or complete specifications with their RFP. Reference to literature submitted with a previous RFP shall not satisfy this provision. The bidder shall also explain in detail the reason(s) why the proposed equivalent meets the specifications and should not be considered an exception thereto. The SBCC reserves the right to determine acceptance of item(s) as an approved equivalent. RFPs that do not comply with these requirements are subject to rejection. RFPs lacking any written indication of intent to RFP an alternate brand shall be received and considered in complete compliance with the specifications as listed on the RFP form. The Purchasing Department is to be notified of any proposed changes in (a) materials used, (b) manufacturing process, or (c) construction. However, changes shall not be binding upon the SBCC unless evidenced by a Change Notice issued and signed by authorized SBCC representative.

SAMPLES: Samples of items, when required, must be furnished free of expense within five (5) working days of request unless otherwise stated and, if not destroyed, will, upon request, be returned at the Bidder's expense. Bidders shall be responsible for the removal of all samples furnished within 30 days after RFP opening. All samples shall be disposed of after 30 days. Each individual sample must be labeled with Bidder's name, RFP number and item number. Failure of Bidder to either deliver required samples or to clearly identify samples as indicated may be reason for rejection of the RFP item. Unless otherwise indicated, samples should be delivered to SBCC Purchasing Department, 800 Center Street, Green Cove Springs, FL 32043.

DELIVERY: All deliveries shall be F.O.B. indicated destination, freight fully prepaid. Title to the goods shall pass to SBCC upon receipt and acceptance at the destination unless indicated otherwise herein. Until acceptance, the Contractor retains the sole insurable interest in the goods. The SBCC shall not accept collect freight charges. Time of delivery is an important consideration for the SBCC in making the award. The SBCC reserves the right to cancel any order, or any part thereof, without obligation if delivery is not made within the time specified. Any delivery made after cancellation of the order shall be returned at the Contractor's expense. Delivery shall be within the normal working hours of the user, Monday through Friday, excluding state holidays and days during which SBCC administration is closed.

AWARDS: In the best interest of the SBCC, the SBCC reserves the right to: 1) withdraw this RFP at any time prior to the time and date specified for the RFP opening; 2) make award(s) by individual item, group of items, all or none or a combination thereof with one or more suppliers; 3) to acquire additional quantities at prices quoted on this RFP unless additional quantities are not acceptable, in which case, the RFP sheets must be noted "RFP IS FOR SPECIFIED QUANTITY ONLY."; 4) to reject any and all RFPs or waive any minor irregularity or technicality in RFPs received; and 5) when it is determined there is no competition to the lowest responsible bidder, evaluation of other RFPs are not required. Bidders are cautioned to make no assumptions unless their RFP has been evaluated as being responsive. Upon award of this RFP, the successful bidder shall be notified of the award configuration in writing by the Purchasing Department. The bidder who is awarded this contract resulting from this RFP is cautioned not to provide goods and services to any SBCC site or to any SBCC employee prior to receiving a purchase order issued by the SBCC Purchasing Department. Notification of award is not to be construed as authorization to provide goods or services. The SBCC is not obligated to pay invoices for the provision of goods or services for which the SBCC Purchasing Department has not issued a purchase order, or invoices resulting from purchase order changes not authorized by the SBCC. All awards made as a result of this RFP shall conform to applicable Florida Statutes and shall be governed by the laws of the State of Florida, and must have venue established in the state court located in Clay County, Florida.

RFP OPENING: All RFPs shall be received no later than the date and time specified on the document. All RFPs received after that time shall not be considered. It is the bidder's responsibility to assure that their RFP is delivered at the proper time and place of the RFP opening. RFPs, which for any reason are not so delivered, shall not be considered. The public opening shall acknowledge receipt of the RFPs only, details concerning pricing or the offering may not be announced. All RFPs submitted shall become public record in accordance with F.S. 119.071. RFP files may be examined during normal working hours by appointment.

PROPRIETARY INFORMATION: Pursuant to Chapter 119, Florida Statutes, RFPs received as a result of this RFP shall not become public record until thirty (30) days after the date of opening or until posting of the recommendation for award, whichever occurs first. Thereafter, all RFP documents or other materials submitted by all Bidders in response to this RFP shall be open for inspection by any person and in accordance with Chapter 119, Florida Statutes. To the extent a Bidder asserts any portion of its RFP is confidential and exempt, long with specific citations of the Florida Statutes establishing the confidentiality or exemption. Failure to identify the portions of the RFP claimed to be exempt or the specific statutory authority establishing the exemption shall be deemed a waiver by the Bidder that any unidentified portion of the RFP is confidential or exempt from disclosure under Chapter 119, Florida Statutes.

PUBLIC RECORDS REQUEST: All public records requests shall be administered by the District Records Office at 900 Walnut Street, Green Cove Springs, Florida 32043, phone 904.336-6500, or by email at: PRR@myoneclay.net The Public Records Request Procedure form is available online at https://www.oneclay.net/domain/5052

INSPECTION, ACCEPTANCE & TITLE: Inspection and acceptance shall be at destination unless otherwise provided. Title to/or risk of loss or damage to all items shall be the responsibility of the Awardee until acceptance by the buyer unless loss or damage resulting from negligence by the buyer. If the materials or services supplied to SBCC are found to be defective or not conform to specifications, SBCC reserves the right to cancel the order upon written notice to the seller and return product at Awardee's expense.

PAYMENT AND INVOICING: Contractor shall be paid in accordance with the Florida Prompt Payment Act, Florida Statutes Chapter 218, upon submission of invoices to the SBCC at the prices stipulated on the contract at the time the order is placed, less deductions if any, after delivery and acceptance of goods in accordance with the Florida Prompt Payment Act. An original invoice referencing a SBCC purchase order number shall be submitted for payment to

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SBCC Accounts Payable Department, 814 Walnut Street, Green Cove Springs, FL 32043. Failure to follow these instructions may result in delay in processing invoices for payment.

INSURANCE / LICENSES / PERMITS: Bidder, by virtue of submitting a RFP, shall be in full compliance with LIABILITY INSURANCE, LICENSES AND PERMITS as specified herein. Bidder shall take special notice that SBCC shall be named as an additional insured under the General Liability policy including Products Liability.

The insurance policies shall be issued by companies qualified to do business in the State of Florida. The insurance companies must be rated at least A- by AM Best. All policies must remain in effect during the performance of the contract.

Where Awardees are required to enter or go onto SBCC property to deliver materials or perform work or services as a result of a RFP award, the Awardee agrees to The Hold Harmless Agreement stated herein and shall assume the full duty obligation and expense of obtaining all necessary licenses, permits and insurance. The Awardee shall be liable for any damages or loss to SBCC occasioned by negligence of the Awardee (or agent) or any person the Awardee has designated in the completion of the Contract as a result of their RFP.

RFP BONDS / PERFORMANCE BONDS: RFP bonds, when required, shall be submitted with the RFP in the amount specified in Special Conditions. RFP bonds shall be returned to non-Awardees. After acceptance of RFP, SBCC shall notify the Awardee to submit a performance bond and certificate of insurance in the amount specified in Special Conditions. Upon receipt of the performance bond, the RFP bond shall be returned to the Awardee.

LICENSES, CERTIFICATIONS AND REGISTRATIONS: As of the RFP Opening Date, Bidder must have all Licenses, Certifications and Registrations required when performing the services as described herein, in order for RFP to be considered a responsive and responsible RFP. Licenses, Certifications and Registrations required for this RFP shall be as required by Chapter 489, Florida Statutes, as currently enacted or as amended from time to time; by the State Requirements for Educational Facilities (SREF), latest version; and by SBCC. Bidder must submit a copy of all its current Licenses, Certifications and Registrations required as described herein, either with its RFP or within 24 hours upon request by SBCC.

An Awardee who has any License, Certification or Registration either suspended, revoked or expired after the date of the RFP Opening, shall provide notice to the Supervisor of Purchasing within five working days of such suspension, revocation or expiration. However, such suspension, revocation or expiration after the date of the RFP Opening shall not relieve the Awardee of its responsibilities under this RFP.

PATENTS & ROYALTIES: The Awardee, without exception, shall indemnify and save harmless SBCC and its employees from liability of any nature or kind, including cost and expenses for any copyrighted, patented, or unpatented invention, process, or article manufactured or used in the performance of the contract, including its use by SBCC. If the Awardee uses any design, device, or materials covered by letters, patent, or copyright, it is mutually understood and agreed without exception that the RFP prices shall include all royalties or cost arising from the use of such design, device or materials in any way involved in the work.

SAFETY STANDARDS / OSHA / MSDS: The Awardee warrants that the product supplied to SBCC shall conform in all respects to the standards set forth in the Occupational Safety and Health Act OSHA), as amended, and the failure to comply with this condition shall be considered as a breach of contract. The bidder further certifies that if they are the successful bidder and delivered product is subsequently found to be deficient pursuant to any OSHA requirement in effect on the date of delivery, all costs necessary to bring the material, equipment, etc. into compliance with aforementioned requirements shall bome solely by the bidder. The Manufacturer, Importer, or Distributor of a toxic substance shall provide all Material Safety Data Sheets (MSDS) with their RFP. (See Florida's Right-To-Know Law, Chapter 442, Florida Statutes.)

ASBESTOS / FORMALDEHYDE / LEAD-FREE: All building materials, pressed boards, and furniture supplied to SBCC shall be **100% asbestos free. It is desirous that all building materials, pressed boards and furniture supplied to SBCC also be 100% formaldehyde free.** Bidder, by virtue of bidding, certifies by signing RFP that, if awarded this RFP, only building materials, pressed boards, and/or furniture that is **100% asbestos free** shall be supplied. All material supplied to SBCC must be 100% lead free. Bidder, by virtue of signing RFP, certifies that only materials or equipment that is 100% lead free shall be supplied to SBCC.

CONTRACT WORK HOURS & SAFETY STANDARDS ACT: (34 CFR 80.36(i)(6)): All Contractors, contractors and subcontractors shall comply with sections 103 and 107 of the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-330) as supplemented by Department of Labor regulations (29 CFR part 5). Applies to all construction contracts awarded by the district and subgrantees in excess of $2000, and in excess of $2500 for other contracts which involve the employment of mechanics or laborers).

TOXIC SUBSTANCES IN CONSTRUCTION, REPAIR OR MAINTENANCE OF EDUCATIONAL FACILITIES: (Fla. Statute 1013-49: (1) All toxic substances enumerated in the Florida Substance List that are to be used in the construction, repair or maintenance of educational facilities have restricted usage provisions. (2) Before any such substance may be used the contractor shall notify the SBCC Superintendent or the SBCC Project Manager/Supervisor in writing at least three (3) working days prior to using the substance. The notification shall contain: (a) The name of the substance to be used; (b) Where the substance is to be used: and (c) When the substance is to be used. A copy of a material safety data sheet shall be attached to the notification for each such substance.

GOVERNMENTAL RESTRICTIONS: In the event any governmental restrictions may be imposed which would necessitate alteration of the material, quality, workmanship or performance of the items offered on this proposal prior to their delivery, it shall be the responsibility of the supplier to notify the Purchasing Department in writing at once indicating in their submittal the specific regulation that required an alteration. The SBCC reserves the right to accept any such alteration, including any price adjustments occasioned thereby, or to cancel the contract at no expense to the SBCC.

FACILITIES: SBCC reserves the right to inspect the Awardee's facilities at any time with prior notice. RFPs shall be considered only from firms which are regularly engaged in the business of providing the goods and/or services as described in this RFP, have a record of performance for a reasonable period of time; have sufficient financial support equipment and organization to ensure that they can satisfactorily execute the services if awarded a contract under the terms and conditions herein stated. The term "equipment and organization" as used herein shall be construed to mean a fully equipped and well-established company in line with best business practices in the industry and as determined in discretion by the proper authorities of the SBCC. SBCC may use the information obtained from this in determining whether Bidder is a responsible Bidder.

SPECIAL CONDITIONS: The Superintendent or Designee has the authority to issue Special Conditions and Specifications as required for individual RFPs. Any and all Special Conditions that may vary from General Conditions shall have precedence.

DISPUTES: in the event of a conflict between the documents, the order of priority of the documents shall be as follows:

Addenda released for this RFP, with the latest Addendum taking precedence, then;

The RFP; then

Bidder's submitted RFP.

In case of any other doubt or difference of opinion, the decision of SBCC shall be final and binding on both parties.

EXPENDITURE: No guarantee is given or implied as to any sums payable or the quantity or scope of any award under this RFP. SBCC is not obligated to place any order for goods/services as a result of this award. Order placement shall be based upon the needs and best interest of SBCC.

EXTENSION: In addition to any extension options contained herein, SBCC is granted the right to extend any award resulting from this RFP for the period of time necessary for SBCC to release, award and implement a replacement RFP for the goods, products and/or services provided through this RFP. Such extension shall be upon the same prices, terms and conditions as existing at the time of SBCC's exercise of this extension right. The period of any extension under this provision shall not be for a period in excess of six months from (a) the termination date of a contract entered into as a result of this RFP or (b) the termination date under any applicable period of extension under a contract entered into as a result of this RFP.

ASSIGNMENT: Neither any award of this RFP nor any interest in any award of this RFP may be assigned, transferred or encumbered by any party without the prior written consent from SBCC. There shall be no partial assignments of this RFP including, without limitation, the partial assignment of any right to receive payments from SBCC. The successful Contractors shall not assign, transfer, convey, sublet, or otherwise dispose of this contract, or of any or all rights, title or interest herein, or their power to execute such contract to any person, company, or corporation without prior written consent of SBCC. The successful Contractors have the sole and exclusive responsibility for furnishing services in accordance with this contract. The successful Contractor obligations cannot be delegated.

PURCHASE AGREEMENT: This RFP and the corresponding Purchase Orders shall constitute the complete agreement. SBCC shall not accept proposed terms and conditions that are different than those contained in this Invitation to RFP, including pre-printed text contained on catalogs, price lists, other descriptive information submitted or any other materials. By virtue of submitting a RFP, Awardee agrees to not submit to any SBCC employee, for signature, any document that contains terms and conditions that are different than those contained herein and that in the event any document containing any term or condition that differs from those contained herein is executed, said document shall not be binding on SBCC.

FISCAL NON-APPROPRIATIONS CLAUSE: In the event sufficient budgeted funds are not available for a new fiscal period, the purchasing department shall notify the Contractor of such an occurrence and the RFP and any resulting contract shall terminate on the last day of the current fiscal period without penalty or expense to the SBCC.

TIED RFP: In the event of tied or identical RFPs, preference shall be given to the RFP which certifies that a drug-free workplace has been implemented in accordance with Section 287.087 F.S. If all tied RFPs have a drug-free workplace program certification, then preference shall be given to the bidder whose business is physically located in Clay County, Florida. If neither Contractor is located in Clay County, Florida then preference shall be given to the bidder whose business is physically located in the State of Florida. If more than one tied bidder is located in Clay County, Florida or if no tied bidder or more than one tied bidder is located in the State of Florida, the award of the tied RFP shall be decided by the flip of a coin in the

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presence of witnesses. The coin flip shall be administered by the Supervisor of Purchasing who shall designate the calling of heads or tails.

LOBBY: Bidders are hereby advised that they shall not lobby with any School District personnel or SBCC Members regarding this RFP. All oral or written inquiries shall be directed through the Purchasing Department. Lobbying is defined as any action taken by an individual, firm, association, joint venture, partnership, syndicate, corporation, and all other groups who seek to influence the governmental decision of a Board Member or School District Personnel on the award of this contract. Any bidder or any individuals that lobby on behalf of a bidder shall result in the rejection/disqualification of said RFP.

ETHICS: All bidders shall comply with the requirements of law regarding ethics as set forth in Chapter 112, Florida Statutes, and rules promulgated by the Florida Commission of Ethics.

ACCESS TO RECORDS: (34 CFR 80.36 (i)(10): All Contractors, contracts and subcontractors shall give access to the SBCC, the appropriate Federal agency, the Comptroller General of the United States, or any of their duly authorized representative to any books, documents, papers, and records of the Contractor which are directly pertinent to this specific RFP/contract for the purpose of making audit, examination, excerpts and transcriptions.

RECORDS RETENTION: (34 CFR 80.36(i)(11)): All Contractors, contractors and subcontractors shall retain all records pertaining to this RFP/contract for three (3) years after SBCC makes final payment and all other pending matters closed.

CLEAR AIR ACT (34 CFR 80.36(i)(12)): All Contractors, contractors and subcontractors shall comply with all applicable standards, orders, or requirements issued under section 306 of the Clean Air Act (42 U.S.C. 11857 (h)), section 508 of the Clean Water Act (33 U.S.C. 1368), Executive Order 11738, and Environmental Protection Agency regulations (40 CFR part 15). (Applies to contract, subcontracts and subgrants of amounts in excess of $100,000).

ENERGY EFFICIENCY (34 CFR 80.36(i)(13): All Contractors, contractors and subcontractors shall comply with mandatory standards and policies relating to energy efficiency which are contained in the state energy conservation plan issued in compliance with the Energy Policy and Conservation Act (pub. L. 94-163, 89 Stat.871).

EQUAL EMPLOYMENT OPPORTUNITY (34 CFR 80.36(i)(3)): All Contractors, contractors and subcontractors shall comply with Executive Order 11246 of September 24, 1965, entitled "Equal Employment Opportunity" as amended by Executive Order 11375 of October 13, 1967, and as supplemented in Department of Labor regulations (41 CFR chapter 60). (Applied to all construction contracts awarded in excess of $10,000 by the district and their contractors or subgrantees).

COPELAND "ANTI-KICKBACK" ACT (34 CFR 80.36(i)(4)): All Contractors, contractors and subcontractors shall comply with the Copeland "Anti-Kickback" Act (18 U.S.C. 874) as supplemented in Department of Labor regulations (29 CFT part 3). (Applies to all contracts and subgranhts for construction or repair).

DAVIS-BACON ACT (34 CFR 80.36(i)(5)): All Contractors, contractors and subcontractors shall comply with the Davis-Bacon Act (40 U.S.C. 276a to 276a-7) as supplemented by Department of Labor regulations (29 CFR part 5). (Construction contracts in excess of $2000 awarded by grantees and sub-grantees when required by Federal grant program legislation). (Applies to construction contracts in excess of $2000 awarded by the district and subgrantees when required by Federal grant program legislation).

SCRUTINIZED COMPANIES WITH ACTIVITIES IN SUDAN LIST OR SCRUTINIZED COMPANIES WITH ACTIVITIES IN THE IRAN: By submitting a RFP any Company/Contractor/Contractor certifies that it is not on the Scrutinized Companies with Activities in Sudan List or the Scrutinized Companies with Activities in the Iran petroleum Energy Sector List. In the event that it is subsequently determined that the Company/Contractor/Contractor submitted a false certification any contract resulting from this RFP may be immediately terminated in accordance with s.287.135 Florida Statute.

SERVICE AND WARRANTY: Unless otherwise specified, the bidder shall define any warranty service and replacements that shall be provided during and subsequent to this contract. Bidders shall explain on an attached sheet to what extent warranty and service facilities are provided. All materials and/or services furnished under this RFP shall be warranted by the Contractor/distributor/manufacturer to be free from defects and fit for the intended use. Unless otherwise requested, the items RFP shall be new and equal to or exceed specifications. The manufacturer's standard guarantee or warranty shall apply. During the guarantee or warranty period, the successful bidder shall repair and/or replace any defects without cost to the SBCC with the understanding that all replacements shall carry the same guarantee or warranty as the original equipment. The successful bidder shall make any such repairs and/or replacements immediately upon receiving notice from the SBCC.

GOVERNING LAW: This RFP, any award(s) resulting from this RFP, and all transaction from this RFP shall be interpreted and construed in accordance with the laws of the State of Florida. Any protests arising from this RFP shall be subject to Section 120.57(3), Florida Statutes. Any disputes or controversies arising out of a contract award under this RFP shall be submitted to the jurisdiction of the state courts located in Clay County, Florida without regards to principles of conflicts of law.

PURCHASES BY OTHER GOVERNMENTAL AGENCIES (D.O.E. Regulation #6A1.012(5): With the consent and agreement of successful bidder(s), purchases may be made under this RFP by other governmental agencies within the State of Florida. Such purchases shall be governed by same terms and conditions as stated herein with exception of venue of litigation of disputes which may be changed to include only the state courts in the county in which the governmental agency is located.

USE OF OTHER CONTRACTS: SBCC reserves the right to utilize any other SBCC contract, any State of Florida Contract, any contract awarded by any other city or county governmental agencies, other schools, other community college/state university system cooperative RFP agreement, or to directly negotiate/purchase per SBCC and/or Rule 6A-1.012, Florida Administration Code as currently enacted or as amended from time to time, in lieu of any offer received or award made as a result of this RFP if it is in its best interest to do so.

PURCHASING AGREEMENTS AND STATE TERM CONTRACTS: The purchasing agreements and state term contract available under s. 287.056 have been reviewed.

CONE OF SILENCE: Any Bidder, or lobbyist for a Bidder, is prohibited from having any communications (except as provided in this rule) concerning any solicitation for a competitive procurement with any School Board member, the Superintendent, any Evaluation Committee Member, or any other School District employee after SBCC Purchasing Department releases a solicitation to the General Public. All communications regarding this solicitation shall be directed to the designated SBCC representative. This "Cone of Silence" period shall go into effect and shall remain in effect from the time of release of the solicitation until the contract is awarded by SBCC. Further, any Awardee, its principals, or their lobbyists shall not offer campaign contributions to School Board Members or offer contributions to School Board Members for campaigns of other candidates for political office during the period in which the Awardee is attempting to sell goods or services to SBCC This period of limitation of offering campaign contributions shall commence at the time of the "cone of silence" period for any solicitation for a competitive procurement as described by SBCC. **Any Bidder or lobbyist who violates this provision shall cause their RFP (or that of their principal) to be considered non-responsive and therefore be ineligible for award.**

NONCONFORMANCE TO CONTRACT CONDITIONS: Items offered may be tested for compliance with RFP conditions and specifications at any time. Items delivered, not conforming to RFP conditions or specifications, may be rejected and returned at Awardee's expense. Goods or services not delivered as per delivery date in RFP and/or Purchase Order may be rejected upon delivery and/or may be purchased on the open market. Any increase in cost may be charged against the Awardee. Any violation of these stipulations may also result in:

a) For a period of two years, any RFP submitted by Awardee shall not be considered and shall not be recommended for award.

b) All departments being advised not to do business with Awardee.

SEVERABILITY: In case of any one or more of the provisions contained in this RFP shall be for any reason be held to be invalid, illegal, unlawful, unenforceable or void in any respect, the invalidity, illegality, unenforceability or unlawful or void nature of that provision shall not affect any other provision and this RFP shall be considered as if such invalid.

JESSICA LUNSFORD ACT: In accordance with the Jessica Lunsford Act the bidder and all their employees, as required by law, shall undergo and pass a Level II fingerprinting and background check as required by F.S. 1012.465,467 or 468 and possess a SBCC fingerprinting clearance card prior to entry upon SBCC property. All costs associated with obtaining fingerprinting and background check shall be at no expense to the SBCC. To obtain information on when and how to obtain fingerprinting log on to the SBCC web site at oneclay.net/purchasing click on "Jessica Lunsford Act Information" or contact the Human Resources Division at (904) 336-6716.

BIDDER'S EMPLOYEE RESPONSIBILTY: All employees and/or sub-contractors of the Contractor shall be considered to be at all times the sole employees and responsibility of Contractor under their sole direction and not an employee or agent of SBCC. The contractor shall supply competent employees and/or sub-contractors and the SBCC may require the Contractor to remove an employee and/or sub-contractor it deems careless, incompetent, insubordinate of otherwise objectionable and whose presence on SBCC property is not in the best interest of the SBCC. Contractors and all their employees shall be in accordance with Jessica Lunsford Act. Each employee and or sub-contractor of contractor shall have and wear proper identification while on SBCC property and are required to sign in/out at main office or other designated place upon arrival and when leaving job site, if applicable. Workman using foul/abusive language or presenting an offensive appearance as determined by SBCC Representative(s) shall be asked to leave. Radios/other audio items are not to be used and Smoking is prohibited on SBCC property.

DISCRIMINATION: An entity or affiliate who has been placed on the discriminatory Contractor list may not submit a RFP on a contract to provide goods or services to a public entity, may not submit a RFP on a contract with a public entity for the construction or repair of a public building or public work, may not submit RFPs on leases of real property to a public entity, may not award or perform work as a contractor, supplier, subcontractor, or consultant under contract with any public entity, and may not transact business with any public entity.

PROTESTING: Any actual or prospective bidder who disputes the reasonableness, or competitiveness of the terms and conditions / specifications of the invitation to RFP or contract award recommendation, shall file a written Notice of Protest with the Superintendent of Schools within 72 hours of the posting of RFP solicitation or posting of the RFP tabulation with recommendation and shall file a formal written protest within ten working days following the

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filing of Notice of Protest. Any person who files an action protesting this RFP pursuant to FS 120.57(3)(b), shall post with the purchasing department at the time of filing the formal written protest, a bond payable to the School Board of Clay County in an amount equal to 1 percent (1%) of the total estimated contract value, but not less than $5000, which bond shall be conditioned upon the payment of all costs which may be adjudged against the protester in the administrative hearing in which the action is brought and in any subsequent appellate court proceeding. In lieu of a bond, a cashier's check, certified bank check, bank certified company check, money order or U.S. currency will be acceptable form of security. If, after completion of the administrative hearing process and any appellate court proceedings, the district prevails, it shall recover all costs and charges which shall be included in the final order or judgment, including charges made by the Division of Administrative Hearings, but excluding attorney's fees. Upon payment of such costs and charges by the protester, the protest security shall be returned. If the protester prevails, he or she shall recover from the district all costs and charges which shall be included in the final order of judgment, excluding attorney's fees. Failure to observe such timeliness shall constitute a waiver of proceedings and of right to protest as set forth in Chapter 120, Florida Statutes. RFP Tabulation / Recommendation of Award shall be posted online at oneclay.net/purchasing with the hard copy posted in the SBCC Purchasing Department at 800 Center Street, Green Cove Springs, Florida after the intended recommendation is announced on or about November 3, 2020. This tabulation shall remain posted for a minimum period of 96 hours. Section 3 b, Chapter 120.57, Florida Statutes, as currently enacted or as amended from time to time, states that **"The formal written protest shall state with particularity the facts and law upon which the protest is based."**

CONFIDENTIAL RECORDS: Notwithstanding any provision to the contrary within this Contract, any party contracting with SBCC under this Contract shall fully comply with the requirements of Sections 1002.22 and 1002.221, Florida Statutes; Family Educational Rights and Privacy Act (FERPA), and any other state or federal law or regulation regarding the confidentiality of student information and records. Each such party agrees, for itself, its officers, employees, agents, representatives, contractors or subcontractors, to fully indemnify and hold harmless SBCC and its officers and employees for any violation of this section, including, without limitation, defending SBCC and its officers and employees against any complaint, administrative or judicial proceeding, payment of any penalty imposed upon SBCC, or payment of any and all costs, damages, judgments or losses incurred by or imposed upon SBCC arising out of a breach of this covenant by the party, or an officer, employee, agent, representative, contractor, or sub-contractor of the party to the extent that the party or an officer, employee, agent, representative, contractor, or sub-contractor of the party shall either intentionally or negligently violate the provisions of this section or of Sections 1002.22 and/or 1002.221, Florida Statutes. Awardee agrees that it may create, receive from or on behalf of SBCC, or have access to, records or record systems that are subject to FERPA and/or HIPAA (collectively, the "Confidential Records"). Awardee represents, warrants, and agrees that it shall: (1) hold the Confidential Records in strict confidence and shall not use or disclose the Confidential Records except as (a) permitted or required by this Agreement, (b) required by law, or (c) otherwise authorized by the SBCC in writing; (2) safeguard the Confidential Records according to commercially reasonable administrative, physical and technical standards as required by law; and (3) continually monitor its operations and take any and all action necessary to assure that the Confidential Records are safeguarded in accordance with the terms of this Agreement. At the request of the SBCC, Awardee agrees to provide SBCC with a written summary of the procedures Awardee uses to safeguard the Confidential Records. A breach of these confidentiality requirements shall constitute grounds for the SBCC to terminate any Agreement with Awardee.

PUBLIC ENTITY CRIMES: Section 287.133(2)(a), Florida Statutes, as currently enacted or as amended from time to time, states that a person or affiliate who has been placed on the convicted Contractor list following a conviction for a public entity crime may not submit a RFP on a contract to provide any goods or services to a public entity, may not submit a RFP on a contract with a public entity for the construction or repair of a public building or public work, may not submit RFPs on leases of real property to a public entity, may not be awarded or perform work as a contractor, supplier, subcontractor, or consultant under a contract with any public entity, and may not transact business with any public entity in excess of the threshold amount provided in Section 287.017 for CATEGORY TWO [currently $25,000] for a period of 36 months from the date of being placed on the convicted Contractor list.

FORCE MAJEURE: Neither party to this Agreement shall be liable for delays or failures in performance under this Agreement (other than obligations relating to payment, confidentiality, and protection of ownership and intellectual property rights) resulting from acts or events beyond the reasonable control of such party (a "Force Majeure Event"), including acts of war, terrorism, acts of God, earthquake, flood, embargo, riot, sabotage, labor dispute, wide spread outbreak of disease or pandemic, governmental act, failure of the internet, power failure, or energy, utility, or telecommunications interruptions, provided that the delayed party: (i) gives the other party prompt notice of such cause; and (ii) uses its reasonable commercial efforts to promptly correct such failure or delay in performance. In the event that a Force Majeure Event lasts for more than 90 days, and the party experiencing the initial delay cannot correct its failure or delay in performance during that period of time, despite using its reasonable commercial efforts to do so, the other party may terminate the affected portions of this Agreement.

CANCELLATION / TERMINATION: In the event, the awarded bidder violates any of the provisions of this RFP or fails to perform their obligation under this contract in a manner satisfactory to the SBCC as per specifications, the Supervisor of Purchasing shall give written notice to the Contractor setting forth the deficiencies and unless the deficiencies are corrected within ten (10) days, recommendation shall be made to the SBCC for immediate cancellation of the contract. Failure of the Contractor to correct deficiencies shall give the SBCC the right to cancel this contract, but failure by the SBCC to exercise this right, in any instance, shall not prevent the subsequent exercise of this right by the SBCC or prejudice its claim for damages resulting from such default, violations, breach of contract or other failures whether or not an expressed written agreement exists for the provision of such goods and/or service. Upon cancellation, hereunder the SBCC may pursue any and all legal remedies as provided herein and pursuant to the contract and by law. The SBCC reserves the right to terminate any contract resulting from this invitation at any time for cause, upon giving seven (7) days prior written notice to the other party. If said contract should be terminated for cause or convenience as provided herein, the SBCC shall be relieved of all obligations under said contract. The SBCC shall only be required to pay to the award bidder that amount of the contract actually satisfactorily performed to the date of termination and shall not be responsible for any consequential damage, future damages or damages caused by lost profits, inconvenience or overhead expense to the Contractor. The SBCC may cancel the contract upon ninety (90) days written notice for reasons other than cause and Contractor shall have no legal recourse or cause of action against the SBCC damages resulting from said cancellation.

INDEMNIFICATION: Notwithstanding any contrary contractual language, nothing in any agreement shall be construed or interpreted to increase the scope or dollar limit of the School's or School Board's liability beyond that which is set forth in 768.28 Fla. Stat. , or to otherwise waive School's or School Board's sovereign immunity, or to require School or School Board to indemnify the Contractor or any other person, corporation or legal entity of any kind or nature whatsoever for injury or loss resulting from any acts other than the negligent acts of School or School Board or its agents or employees. Contractor shall, in addition to any other statutory or common law obligation to indemnify the School Board of Clay County, Florida, indemnify, defend and hold harmless the School Board of Clay County, Florida, its agents, officers, elected officials and employees against all claims, actions, liabilities, damages, losses, costs, fines punitive damages and expenses of any kind or nature whatsoever, including but not limited to attorney's fees and legal costs, brought against the School Board of Clay County, Florida, and/or its agents, officers, elected officials, employees and assigns, by any individual, corporation, consortium or any other legal person or entity, arising out of or caused by acts or omissions, negligence, recklessness, intentional wrongful misconduct, violations of laws, statutes, ordinances, government administration orders, rules or regulations of the contractor, contractor's employees, officers, agents, subcontractors, sub-subcontractors, material man or agents of any tier or their respective employees. This indemnification clause shall not be construed to require any indemnitor to indemnify the School Board of Clay County, Florida, for any negligence on the part of the School Board of Clay County, Florida, its agents or employees. The indemnification obligations hereunder shall not be limited to any limitation on the amount, type of damages, compensation, or benefits payable by or for the contractor or any subcontractor under workers' compensation acts, disability benefit acts, other employee benefits acts or any statutory bar. This indemnification/hold harmless provision shall survive the termination of any contract with the School Board of Clay County, Florida.

Any and all special conditions and specifications attached hereto that vary from these General Conditions shall have precedence. The accompanying RFP constitute an offer from the bidder. If any or all parts of the RFP are accepted by the School Board of Clay County, an authorized representative of the Purchasing Department shall issue an officially signed Award Letter which shall then constitute the completed written agreement between the parties. The conditions of the Award Letter become a part of the written agreement between the parties.

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PROPOSAL

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The School Board of Clay County (SBCC or District) is seeking proposals for **"ATHLETIC FIELD MAINTENANCE SERVICES"**. This is a Request for Proposals ("RFP") for an independent Contractor or Contractors ((the "Contractor(s)")) to provide athletic field maintenance services as needed for all SBCC sites as outlined in the Appendices in the manner specified in the Scope of Work.

Request for Proposal packages may be obtained from the SBCC Purchasing Department by calling 904-336-6737 or can be downloaded from the Purchasing Department Webpage oneclay.net/purchasing click on "Active RFP Folder".

Qualified Contractors desiring to provide the required services must submit one (1) ORIGINAL hardcopy labeled as such on the cover, and five (5) copies, totaling six (6) proposal packages, submitted in a sealed package clearly marked on the outside: **"RFP 20-MA-319"** to SBCC Purchasing Department at 800 Center Street, Green Cove Springs, Florida 32043 before the time and date listed on RFP Acknowledgement Form.

It is the intent of the SBCC, if successful with contract negotiations, to enter into a written service contract for athletic field maintenance services for an initial three (3) year period with option to renew for three additional one (1) year contract periods upon mutual agreement by all parties, in writing.

A Proposal Committee shall review the proposals received in response to this RFP and make a recommendation to the Board for the selection of the Contractor(s). The Proposal Committee will consist of five (5) members. It is anticipated that, in performing their duties, the awarded Contractor(s) shall have substantial interaction with the District and School Athletic Director(s) and the Maintenance Department. This interaction shall include, but not be limited to; reviewing and modifying the scope of services, evaluating and discussing performance of Contractor(s) and corrective actions for performance deficiencies, and any other issues as determined by the SBCC Representatives.

It is expressly understood that the SBCC's preference/selection of any proposal does not constitute an award of a Contract with the SBCC. It is further expressly understood that no contractual relationship exists with the SBCC until a written Contract has been formally executed by both the SBCC, and the selected Contractor(s).

In the best interest of the School Board, the District reserves the right to reject any and all proposals/offers, with or without cause, to waive informalities, minor irregularities or other requirements in proposals/offers received and/or to accept any portion of the proposal/offer if deemed in the best interest of the District.

The District also reserves the right to request clarification of information from any Contractor. Any ex-parte communications initiated by a Contractor with any employee of the District other than those personnel specifically identified as contacts in this RFP, or communication with any member of the School Board may result in immediate disqualification from the RFP process.

The terms and conditions stipulated in this Request For Proposal are those desired by the SBCC and preference will be given to those proposals in full or substantial compliance therewith. Failure of the Contractors to provide in their proposal/offer any information requested in the RFP, may result in rejection for non-responsiveness. Failure of the Contractors to meet or exceed any stated minimums in the RFP may also result in rejections for reasons of non-responsiveness. However, after allowance for any deviations, all proposals may be considered. Contractors are cautioned that restrictive deviations from the desired program must be clearly stated in the Proposal Response.

The competence, responsiveness, and responsibility of Contractors will be considered in making the award. Contractors are required to submit with their proposal, data in regard to their qualifications as a service provider including experience, and a list of current companies successfully being serviced that are comparable to this request. Please include names and telephone numbers of persons to contact. The Contractors declare that the amount and nature of the materials/services to be furnished is

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understood and that the nature of this proposal is in strict accordance with the conditions set forth and is a part of this proposal, and that there will at no time be a misunderstanding as to the intent of the specifications or conditions to be overcome or pleaded after the proposals are opened.

The SBCC is not responsible for any expenses which Contractors may incur in preparing and submitting Proposals. The SBCC will not be liable for any costs incurred by the Contractor in connection with interviews/presentations (i.e., travel, accommodations, etc.). It is expressly understood, no Contractor may seek or claim any award and/or re-imbursement from the SBCC for any expenses, costs, and/or fees (including attorneys' fees) borne by any Contractor, during the entire RFP process. Such expenses, costs, and/or fees (including attorneys' fees) are the sole responsibility of the Contractor.

In the event that a contract/agreement is attached to the RFP, such attached contract/agreement is for discussion purposes only, and not necessarily reflective of any Contract that may be ultimately entered into by the SBCC. In the event that a contract/agreement is not attached to the RFP, it is expressly understood that the SBCC preference/selection of any proposal does not constitute an award of a contract/agreement with the SBCC. It is anticipated that subsequent to the SBCC preference/selection of any proposal, Contract negotiations will follow between the SBCC and the selected Contractor(s). It is further expressly understood that no contractual relationship exists with the SBCC until a Contract has been executed in writing by both the SBCC, and the selected Contractor(s). The SBCC reserves the right to delete, add to, or modify one or more components of the selected Contractor's proposal, in order to accommodate changed or evolving circumstances that the SBCC may have encountered, since the issuance of the RFP. It is further understood, no Contractor (whether selected or not) may seek or claim any award and/or re-imbursement from the SBCC for any expenses, costs, and/or fees (including attorney's fees) borne by any Contractor, during the entire RFP process. Such expenses, costs, and/or fees (including attorney's fees) are the sole responsibility of the Contractor. By submitting a proposal, a Contractor agrees to be bound by these terms and provisions of the RFP.

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In order to be considered for evaluation, the proposers shall demonstrate sufficient capacity, resources and experience to provide complete athletic field maintenance services as required by the District, and as specified in this RFP. Any proposer that fails to meet the following minimum criteria could be noted as "nonresponsive" and may not be evaluated/scored.

At a minimum, each proposer shall provide sufficient documentation to verify that:

1. The Contractor has successfully provided athletic field maintenance services for large organizations with multiple large facilities within the immediate past four (4) years, and those organizations will be included in the required references.

2. The firm can comply with the SBCC insurance requirements.

The successful Contractor shall furnish, prior to commencement of performance under this contract, to the School Board Purchasing Department, certificate(s) of insurance which clearly indicate the insurance coverage required below have been obtained:

CONTRACTOR'S AND SUB-CONTRACTOR'S INSURANCE: Contractor shall take out and maintain all insurance policies required below with companies authorized to do business under the laws of the State of FL. and satisfactory to the School Board. **The awarded Contractor SHALL ensure that any sub-Contractor they use maintain the same level of insurance coverage.** Insurer shall be rated A- with an FSC V or better in the current AM Best Guide through the life of the contract to include any renewal periods.

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Insurance certificate(s) reflecting the required coverage's shall be submitted to the School Board Purchasing Department prior to any work being performed under this Contract. Certificate(s) shall be submitted directly from Contractor's Insurance Agent and Mark All Certificates Attn: SBCC Purchasing Department, as Certificate Holder (with 30 day Notice of Cancellation or Change in Coverage) and list SBCC as Additional Insured with regards to RFP # 20-MA-319.

COMPREHENSIVE GENERAL LIABILITY AND PROPERTY DAMAGE INSURANCE: Including Premises Operation, Independent Contractor's Protective, Products and Completed Operation Board Form, Contractual Liability in at least the following amounts and coverage's:

Bodily Injury	Property Damage	Personal Injury
- Each Occurrence $1,000,000.00	- Each Occurrence $1,000,000.00	-Annual Aggregate $1,000,000.00
- Annual Aggregate $2,000,000.00	- Annual Aggregate $2,000,000.00	

- Completed Operations and Products Liability shall be maintained for one (1) year after final payment

WORKERS' COMPENSATION INSURANCE: Contractor is responsible for assuring that valid Worker's Compensation Insurance as required by Chapter 440, Florida Statutes is maintained for all of their employees and sub-Contractors employed at the site of the project. Such insurance shall comply fully with the Florida Worker's Compensation Law. In case any class of employees engaged in hazardous work under this Contract at the site of the project is not protected under the Workers' Compensation Statute the Contractor shall provide adequate insurance satisfactory to the Owner, for protection of his employees not otherwise protected. School Board shall accept an approved NOTICE OF ELECTION TO BE EXEMPT FROM THE PROVISIONS OF THE FLORIDA WORKERS' COMPENSATION LAW Certificate.

State	Employer's Liability	
- Statutory	- Per Accident $100,000.00	
	- Disease, Policy Limit $500,000.00	- Disease, Each Employee $100,000.00

AUTOMOBILE INSURANCE: Including all owned, non-owned and hired vehicles used in connection with the work in at least the following amounts and coverage's:

Bodily Injury	Property Damage
- Each Person $1,000,000.00	- Each Occurrence $1,000,000.00
- Each Occurrence $1,000,000.00	

- Each Accident – Single Limit – Bodily Injury and Property Damage combined one million dollars ($1,000,000.00)

NO PAYMENTS will be made until approved Insurance Certificate is received by SBCC.

NOTE: The successful Contractor(s) shall not assign, transfer, convey, sublet, or otherwise dispose of this contract, or of any or all rights, title or interest herein, or their power to execute such contract to any person, company or corporation without prior written consent of the School Board. The successful Contractor(s) have the sole and exclusive responsibility for furnishing services in accordance with this contract. The successful Contractor(s) obligations cannot be delegated.

RFPs must be submitted with all required documents to include completed Attachments/Exhibits. Contractors may use an attachment if sufficient space is not available on the original form for the Contractor to enter a complete response. Any modifications or alterations to the original RFP documents by the Contractor, whether intentional or otherwise, shall constitute grounds for rejection of a RFP. Any such modifications or alterations that a Contractor wishes to propose must be clearly stated in the Contractor's proposal response. Prior to submitting a RFP, it is the sole responsibility of Contractor to ensure that all addenda releases are received, and that all RFP and addenda requirements have been completed and that all required submittals have been included.

Questions on RFP shall be in writing to Scott Schultz, Procurement Coordinator, sent via email to scott.schultz@myoneclay.net by 2 PM on September 1, 2020.

Any and all written questions received shall be reviewed, responded to and if deemed necessary an official response shall be issued by the Purchasing Department in the form of an Addendum. This

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process shall constitute the only official means by which additional information regarding this RFP shall be made available. Additional information acquired by any other means shall not be utilized in the configuration of any Contractor's proposal and shall not be considered in the School Board evaluation of proposals submitted and shall be considered inadmissible in proposal dispute proceedings. Contractors may be disqualified who solicit or receive (even if unsolicited) additional information regarding the RFP by any other means than process described herein.

NOTE: ALL RFP SHEETS, THAT ARE REQUIRED, MUST BE EXECUTED AND SUBMITTED WITH SEALED PROPOSAL. ALL RFPs ARE SUBJECT TO THE CONDITIONS SPECIFIED HEREIN. THOSE WHICH DO NOT COMPLY WITH THESE CONDITIONS ARE SUBJECT TO REJECTION.

By submitting a proposal, the Contractor certifies that the Contractor has fully read and understands all General Conditions, Special Conditions, and has full knowledge of the scope, nature, and quality of work to be performed. Contractor certifies that this RFP is made without prior understanding, agreement, or connection with any corporation, firm, or person submitting a RFP for the same equipment/service and in all respects is fair and without collusion or fraud. Contractor agrees to abide by all conditions of this RFP and certifies that they are authorized to sign this RFP for the Contractor.

AUTHORIZED CONTRACTOR SIGNATURE OF CONTRACTOR

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SCOPE OF SERVICES, PROPOSAL FORMAT, EVALUATION OF PROPOSALS

SCOPE OF SERVICES – The District wishes to receive proposals for selection of a Contractor(s) to provide Athletic Field Maintenance Services at various schools and facilities from the date of award through December 31, 2023, with renewal options.

The goal of SBCC and these services is to enhance the athletic fields and improve the appearance and care for all sites. Contractor(s) shall service sites and coordinate services with SBCC Representatives for each site, and inform those representatives of all treatments, services and completion status of said services.

SBCC currently has 13 sites located throughout Clay County, Florida that may require services under this RFP. Addresses for those sites are included as Appendix A, and maps of those sites are included as Appendix B. Site review/visits can be arranged by contacting John Sgromolo at (904)336-6919 or via email at john.sgromolo@myoneclay.net. Upon written notification to the Contractor, sites shall be added, or deleted, at the sole discretion of the School Board.

These sites include baseball, softball, football and practice fields. SBCC reserves the right to add or delete sites as necessary for the duration of the contract. Contractor(s) shall be able to perform services at any SBCC site. Pricing submitted by Contractor(s) under this RFP will be held for any additional site based upon the pricing given herein.

The majority of orders under this RFP will be placed by the SBCC Representative for each site. Any and all work ordered under this RFP is **upon request**, on an as needed basis only. Therefore, no minimum or maximum amount of work is guaranteed.

THE SERVICES:

1.1 All work performed under this RFP will be in the best interest of safety at all times, especially when students are present in and around designated areas. No power equipment shall be operated in the vicinity of students during periods such as class change, recess, after school care, fire drills, etc. Proper operation of equipment to include installed manufacturer safety devices is the awarded contractor's responsibility. Shirts and work pants must be worn at all times.

1.2 The awarded Contractor(s) shall provide as required, all necessary labor, materials, equipment and transportation to provide complete athletic field maintenance and services as required by the SBCC, and as specified in this RFP.

1.3 The awarded Contractor(s) must comply with all local, state and federal codes and School Board Rules.

1.4 The awarded Contractor(s) shall be responsible for any damage to District property, personal property or visitor property due to negligence on the part of the awarded contractor's employees or agents. The awarded Contractor(s) agree to repair, at own expense, any damage that was caused by the awarded Contractor(s), their employees or their agents.

1.5 The awarded Contractor(s) will be responsible for the removal of any blemish, tarnish or marking left on District grounds resulting from the awarded contractor's equipment. Specifically, but not limited to, concrete.

1.6 The awarded Contractor(s) shall, and in addition to all other guarantees, be responsible for faulty labor or workmanship and shall promptly correct improper work, without cost to the District,

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within 48 hours after receipt of notification of such faulty labor or workmanship. If the awarded Contractor fails within 48 hours to correct defects, the District shall be entitled to have such work remedied and the awarded contractor shall be fully liable for all costs and expense reasonably incurred by the District.

1.7 It is anticipated that most work will be accomplished Monday through Friday, taking into consideration holidays, or other school calendar days when the school may be closed. Any work disruptive to the operation of the school may require work to be performed after school hours or on a non-school day. Work performed on any day other than Monday through Friday must be cleared with the SBCC Representative prior to the commencement of the work.

1.8 If an unforeseen situation arises at any site that will affect the services, an authorized SBCC Representative will contact the awarded Contractor(s). The services may or may not be rescheduled, whichever is in the best interest of the District.

1.9 If conditions exist which prevent the awarded Contractor(s) from completing requested services, they must contact the appropriate SBCC Representative within 24 hours to reschedule remaining work.

1.10 TYPE OF SERVICE AND DESCRIPTION:
Contractor(s) shall be expected to perform the following types of services per the information contained herein. All of these services will be provided by the selected Contractor(s) **upon request** on any other applicable SBCC sites. This list of services is given for proposal purposes only and to inform vendors of the types of services that may be needed. This list does not limit or obligate SBCC.

- Weed Control and Management – Contractor will apply both liquid and granular herbicides to all fields as required to control all broad leaf weeds, sedges and grassy weeds on all fields and in accordance with plan agreed upon with SBCC Representatives.

- Insect Control and Management – Contractor will apply both liquid and granular insecticides as required to preventatively control turf damaging insects and fire ants and in accordance with plan agreed upon with SBCC Representatives.

- Fertilization – Contractor will apply both liquid and granular fertilizer to all fields as required to maintain turf color and vigor and in accordance with plan agreed upon with SBCC Representatives.

- Aeration – Contractor will aerate using tractor mounted equipment as required and in accordance with plan agreed upon with SBCC Representatives.

- Seed spreading and removal – Contractor will apply seeds using a tractor mounted spreader or walk behind drop spreader for infields and tight spaces. Removal of perennial rye grasses will be in accordance with plan agreed upon with SBCC Representatives.

- Verticutting – Contractor will verticut using tractor mounted equipment as required and in accordance with plan agreed upon with SBCC Representatives. Verticutting includes removal and disposal of debris on campus as directed by SBCC Representatives.

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- Material Hauling (Infield Conditioner/Warning Track Material) – Contractor will haul all material in turf friendly trailers, and provide any required material.

- Top Dressing – Contractor will apply top dressing as requested by SBCC Representatives.

- Rototilling – Contractor will rototill softball/baseball infields or any other needed areas.

- Fungus/Disease Control – Contractor will apply required fungicides on all fields as required to control nematodes and any other fungi and in accordance with plan agreed upon with SBCC Representatives.

- Sod Removal and Replacement – Contractor shall remove/add necessary sod to conform to dimensions required or as directed by SBCC. Sod will be supplied by Contractor.

- Optional and additional services to athletic fields as necessary as directed by SBCC. Optional services include:
  - Infield conditioner spreading
  - Warning track grading
  - Turf reconstruction
  - Replacement of sod where needed

1.11 Lead Supervisor shall meet with SBCC Representatives prior to the commencement of any project. Description of services and details for completion, methodology and any other pertinent information will be discussed.

1.12 Crew Supervision:
It is the responsibility of the Contractor's Lead Supervisor to direct their crew and employees and convey all pertinent information that was expressed prior to work commencement. The SBCC Representative will not be responsible for explaining work to the crew.

SERVICE PERFORMANCE:

2.1 The Contractor(s) shall have full responsibility for systematically and professionally servicing the agreed to areas as requested. Service will be as agreed upon by SBCC and Contractor(s) and proceed in a contiguous manner. If the minimum acceptable performance is not achieved for any area of the project within a reasonable time frame following project completion, additional service shall be the responsibility of the Contractor(s) at no cost to SBCC. A reasonable time frame is dependent upon scope of work and weather conditions.

2.2 SBCC will rely on Contractor(s) to utilize the best, safe and efficient methods for performing services for each of its sites. SBCC is open to work with Contractor(s) to utilize the best possible methods to perform service with as little interference to the site as possible.

2.3 Please note that all methods for performing services shall be approved by SBCC prior to use. Any method deemed unnecessary, inefficient or dangerous to the site shall not be performed at any site.

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2.4 Contractor(s) may also perform these additional miscellaneous services:

- Professional assistance to determine possible solutions to issues with Athletic Fields.
- Provide pricing proposals on athletic field maintenance as requested.

2.5 The Contractor(s) shall immediately notify the SBCC Representative upon discovery of any new or problematic issues. SBCC will be the sole determiner if action is required.

2.6 HERBICIDE/INSECTICIDE/CHEMICAL APPLICATION:
Contractor(s) will be permitted to use herbicides/insecticides/chemicals in certain areas to assist in the performance of services under this RFP. Contractor(s) will be responsible to provide any and all herbicides, insecticides or other chemicals/materials necessary to perform services. Contractor(s) shall ensure that all restricted-use pesticides/herbicides/chemicals will be applied only by employees licensed by the Florida Department of Agriculture and Consumer Services with the appropriate Commercial Applicator License. That license will be a Category 3 Ornamental and Turf Pest Control License. Contractor(s) shall provide copies of these licenses within 24 hours of request. Failure to do so will result in the proposal being considered non-responsive. Furthermore, at no time shall any chemical be applied when any students or staff members are present in the immediate area. Any violation will be cause for immediate termination of contract from site or all sites.

Contractor(s) will be expected to comply with all herbicide/insecticide/chemical labels in its applications. ALL CHEMICALS SHALL BE USED IN ACCORDANCE WITH THEIR LABEL INSTRUCTIONS. Contractors will provide SBCC Representatives with a Material Safety Data Sheet (MSDS) for any chemical they apply, every time they apply it. The Contractor is liable for any penalty, fines, or damages resulting from the misuse of chemicals.

Contractor(s) shall list on the included sheet (Pricing Section D), any chemicals that will have a high usage in the work described herein. Chemical information shall include name, brand name, manufacturer, EPA Registration #, any model or MSDS # applicable and a brief description/purpose of usage. Please note it is not necessary to submit MSDs with RFP for those chemicals listed. Any and all MSDS will be collected from Contractor(s) after award and prior to usage.

Any and all chemicals must be approved by SBCC prior to usage.

While on the job site all chemicals must be kept secured at all times and handled in leak free containers per any and all applicable laws.

The Contractor is responsible for any leaks, spills, environmental damage, or theft of materials from the job site and for reporting quantities to the Florida Department of Environmental Protection in such cases. The Contractor shall be responsible for immediate work stoppage and clean-up operation in the event of any spill of herbicide, petroleum product or other hazardous material. The Contractor shall have on site at all times, appropriate first-aid and spill kit(s).

The Contractor shall properly dispose of chemical containers as set forth in the label instructions and in accordance with applicable federal, state and local requirements.. SBCC dumpsters are not to be utilized at any time during the course of the contract and all empty chemical containers will be removed by Contractor from site.

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At no time will any chemical or spray be permitted to be used around or near playgrounds, playground equipment or on P.E. fields or equipment. Any violation will be cause for immediate termination at site and possible termination from all contracted sites.

Throughout the duration of the contract, it is understood that newly researched chemical products may become available. SBCC may consider these chemicals as they are made available. Contractor(s) shall meet with SBCC to discuss alternate products or new technologies that may increase efficiency, safety and/or be more environmentally safe at any time during the course of the contract. Any new product will be reviewed and either rejected or accepted at SBCC's discretion.

Contractor(s) will be responsible for suppling their personnel with any and all personal protective equipment for their operators. Failure to do so may be grounds for termination of contract.

2.7 ESTIMATES:

At the request of SBCC, Contractor(s) will provide estimates. At the time of the request, an authorized SBCC Representative will contact the awarded Contractor(s) and give a detailed description and further specifications of the project at hand. Contractor shall provide written, "not to exceed" estimates on all services as directed by the SBCC Representative. Contractor(s) should familiarize themselves with the extent of the work for each service/project to be performed and any conditions that may in any manner affect the work to be done and the equipment, materials and labor required. Estimates shall be priced per all pricing submitted under this RFP, to include the labor and itemized material list, number of calendar days required for project completion and lead time before work can commence. Contractor(s) should also include an assessment of any site or additional repairs to larger damaged areas or any other general observation of interest to the SBCC Representative.

After the initial contact by SBCC and response from Contractor(s), a meeting may take place prior to estimate being submitted. A meeting should be scheduled within three (3) to five (5) days from the original response. Written estimates shall be provided within five (5) business days of either the initial contact or any meeting. It shall be the Contractor's responsibility to ensure they have all information to prepare accurate estimates and to respond accordingly to SBCC. All estimates shall be clearly broken down using pricing from this RFP.

Estimates on projects may be utilized to determine if projects are cost effective and fiscally allowable by SBCC. Contractor(s) may expect to submit estimates that may be changed, altered or rejected. When an estimate has been approved, a purchase order will be issued and authorization to commence the project will be given by the SBCC Representative. **No work shall commence without a purchase order and District authorization.**

2.8 SBCC reserves the right to add supplementary specifications to any service(s) that fall under the scope of this RFP. Supplementary specifications may be for larger or special circumstances, at the time of said project. A price may be negotiated at the time if necessary for any supplementary specifications.

2.9 In the event additional work is required outside of an approved or scheduled service or project, the Contractor shall not proceed without the written approval of SBCC. This includes any emergencies that may arise. The Contractor shall be forewarned that only the SBCC Representative may order or approve work to be performed.

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SCOPE OF SERVICES, PROPOSAL FORMAT, EVALUATION OF PROPOSALS

PRICING

A. Standard Services – Fixed Labor Rates:

Contractor(s) are expected to provide a rate for each of the specific services listed below, that shall include all supervision, labor costs, equipment, machinery, insurances, overhead, vehicle use charges, profit, travel time, mileage; and all tools or hand tools normally associated with the trade or industry standard and be exclusive of taxes as well as any other items necessary for the proper execution and completion of any services rendered under this RFP. **No additional charges or hidden costs shall be allotted during the course of the contract.** Contractor(s) shall provide pricing for all items listed below, failure to do so shall be cause for proposal to be deemed non-responsive.

	Service		Cost Per Application	Per
1.	Herbicide Application	Liquid	$ 45.00	Acre
		Granular	$ 45.00	Acre
2.	Insecticide Application	Liquid	$ 45.00	Acre
		Granular	$ 45.00	Acre
3.	Fertilizer Application	Liquid	$ 45.00	Acre
		Granular	$ 45.00	Acre
4.	Fungus / Disease control	Liquid	$ 45.00	Acre
		Granular	$ 45.00	Acre
5.	Aeration – Football Stadium		$ 500	Field
6.	Aeration – Baseball		$ 500	Field
7.	Aeration – Softball		$ 500	Field
8.	Verticutting – Football Stadium		$ 1250	Field
	Verticutting – Baseball		$ 1250	Field
	Verticutting – Softball		$ 1000	Field
	Rototill – Football Stadium		$ —	Field
	Rototill – Baseball + laser grade		$ 1250	Field
	Rototill – Softball + laser grade		$ 1250	Field
	Top Dressing – Football Stadium		$ 500 Per Load	Field
	Top Dressing – Baseball		$ 500 Per Load	Field
	Top Dressing – Softball		$ 500 Per Load	Field
9.	Sod removal / replacement		$ 1.50	Square Foot

B. Additional Services – Fixed Labor Rates:

Contractor shall supply hourly labor rates below for any and all **additional services** that are similar in scope and intent of this RFP or for work at the request of SBCC. Rates shall be provided for a Lead Supervisor and technician. All labor rates shall include the use of truck, tools and all other items necessary for satisfactory service.Rates shall be provided for standard business hours (M-F, 7am to 5pm) and non-standard business hours (anytime/day outside of standard business hours). All hourly rates and times shall start on the "job site". Any travel time expenses shall be borne by the Contractor and will not be reimbursed by SBCC.

Trade	Standard Hourly Rate	Non Standard Hourly Rate
Lead Supervisor	$	$
Technician	$	$
Other:	$	$
Other:	$	$

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SCOPE OF SERVICES, PROPOSAL FORMAT, EVALUATION OF PROPOSALS

C. Optional Services - Fixed Labor Rates:

Contractor(s) may provide a rate for each of the optional specific services listed herein, that shall include all supervision, labor costs, equipment, machinery, insurances, overhead, vehicle use charges, profit, travel time, mileage; and all tools, or hand tools normally associated with the trade or industry standard and be exclusive of taxes as well as any other items necessary for the proper execution and completion of any services rendered under this RFP. **No additional charges or hidden costs shall be allotted during the course of the contract.**

	Service	Cost	Per
	Warning track grading	$ 25.00	Square Foot
	Infield Conditioner spreading	$ .23.00	Square Foot
	Rye seed spreading	$ 250	Acre
	Rye Grass removal	$ 75.00	Acre

D. Chemicals/Materials/Sand/Seed/Infield Conditioner:

Any and all chemicals, materials, sand, seeds or conditioners directly related to the services described herein shall be noted below unless otherwise noted in this RFP. Please list any below that may have high usage under this RFP, along with the markup percentage. Chemical pricing is per pound for granular and per gallon for liquid. Sand, seed and infield conditioner pricing is per 50lb bag.

Name	Brand	Manufacturer	EPA#	MSDS#	Usage	Price
24-3-16	Sru-800	Bulloch			1# 1000	20 % above cost
						___% above cost
						___% above cost
	We can	get Sand, Seed, infield Conditioner				___% above cost
	and any	other products needed. We will				___% above cost
	Put a	20% markup on those products				___% above cost
	but all of these	are a moving price				___% above cost
	and also	different quality. The Prices will				___% above cost
	be determined	by the Product the Customer				___% above cost
	wants.					___% above cost
						___% above cost
						___% above cost
						___% above cost

Company Name: ST Johns Turf Care

Authorized Signature: [signature]

Print Name: Jeff Pilcher

Date: 9/15/20

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SCOPE OF SERVICES, PROPOSAL FORMAT, EVALUATION OF PROPOSALS
PROPOSAL FORMAT

Timetable - Please make sure you can accommodate the following timetable.

August 11, 2020 at 10 AM	RFP Released
September 1, 2020 by 2 PM	RFP Questions by Email Due
September 8, 2020	Addendum Regarding Questions Posted (if Applicable)
September 22, 2020 by 2 PM	Proposals Due
October 13-16, 2020	Finalist Interviews (if Applicable)
November 3, 2020	Award Notification Posted On or About
December 3, 2020	Board Approval

Proposers should provide their best offer with the initial proposal since the District reserves the right to award a contract based on initial Proposal without any further negotiations.

Contractors are given wide latitude in the degree of detail they offer in their Proposal, including the extent to which they describe their corporate capability and how their firm engages in services that meet the objectives of the District. There is no limit on the number of pages; however, Proposers should prepare their Proposal simply and economically, providing a straightforward and concise description of their ability to satisfy the requirements of the RFP. Proposals that are of excessive length, contain a preponderance of boilerplate text, or are redundant are discouraged. Emphasis in each Proposal should be on completeness, clarity of content and address all required components in the order given in this RFP. Failure of a Contractor to provide the appropriate information or materials in response to each stated requirement or request for information may result in lower scores during the evaluation process. The aim of the required format is to simplify the proposal preparation and evaluation process and to ensure that all proposals receive the same orderly review. All proposals should include the following components:

Cover Letter - Provide a one-or two-page cover letter. Include one original signed cover letter with the original proposal and a copy of the cover letter with each copy of the proposal. The cover letter should provide the following:

- A brief statement of the Contractor's understanding of the services to be provided.
- The name(s), title(s), phone number(s), fax number(s), e-mail address(es), and street address(es) of the person(s) in the organization who will be the client services' manager who will be responsible for coordinating all services.
- Highlights of the Contractor's qualifications and ability to perform the requested services.
- Specify the level of capability, financial stability, material equipment, facilities, personnel, resources, experience knowledge and expertise, or demonstrate ability to obtain any of these, necessary to meet contractual requirements.
- Indicate whether the Contractor has a satisfactory record of performance on similar projects.
- The Contractor shall supply information that is fully responsive to the RFP, including, but not limited to, provision of any required license, permits, insurance, price sheets and organizational papers.
- Specify the level of work experience especially as it relates to proposed Scope of Services noted in RFP.
- Indicate whether Contractor has ever had a contract/agreement/business relationship terminated/cancelled/suspended. If so, what were the reasons, and what was the ultimate outcome?

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SCOPE OF SERVICES, PROPOSAL FORMAT, EVALUATION OF PROPOSALS

- Indicate whether Contractor has ever filed a Bid/RFP/RFQ protest. If so, what were the reasons, and what was the ultimate outcome?
- Indicate whether Contractor has ever filed an administrative or judicial action with any State agency or Stat court. If so, what were the grounds/reasons, and what was the ultimate outcome?

Section 1: Familiarity and Experience within the Scope of Services – This section should address how the Contractor can provide the requested services as outlined in this RFP. If the Contractor is not able to provide a requested service, please respond accordingly. Contractor should also showcase an example of services your company has successfully provided, preferably with a School District/Governmental Entity that is similar in size to the SBCC.

Section 2: Company Qualifications – Contractor should provide the following information, at a minimum, about your company:

- Introduction to the company, providing (a) background information; (b) # of technicians; (c) summary of applicable equipment and material.
- Summary resumes of key personnel who will be assigned to the SBCC.

Section 3: Pricing – Using the Pricing Tables (pgs 15--17), provide the pricing and fees associated with Contractor's services.

- Please describe any other available discounts or guarantees.

Section 4: References – Include: Client name, location, length of relationship, contact person, and phone number.

- Please provide a list of 3 current references of clients of similar size to that of the District (preferably in the greater North Central Florida area).
- Please provide a list of 3 former clients who have discontinued your services within the last two years, including contact name and phone number.

Section 5: Completed original RFP required documents to include all Attachments/Exhibits

EVALUATION OF PROPOSALS - Proposals will be evaluated in accordance with the following Evaluation Criteria: Familiarity and Experience within the Scope of Services, Staff Qualifications, Pricing, References, and RFP Documentation. Proposals will be reviewed by an Audit Committee.

Final team rankings will be summarized, Award Notification Posted, Written Contract negotiated, and finalized with Board approval.

The SBCC may elect to conduct oral interviews or presentations from one or more of the proposal respondents. If the SBCC elects to conduct oral presentations or interviews, such presentations or interviews will be conducted in accordance with Florida Sunshine Laws.

Selected firms will be notified if presentations/interviews are required. The SBCC desires to avoid the expense to all parties of unnecessary presentations. The evaluation team will make every reasonable effort to make recommendations based upon the written submittals alone. If a single number one ranked firm cannot be clearly determined, then the evaluation team shall request the Purchasing Supervisor to set-up the top ranked firms for presentations/interviews.

The SBCC intends to select a Contractor that demonstrates, in the District's opinion, the highest degree of compliance with the criteria specified herein..

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SCOPE OF SERVICES, PROPOSAL FORMAT, EVALUATION OF PROPOSALS

Definitions of Evaluation Criteria for Ranking of Proposals for RFP 20-MA-319

A. Familiarity and Experience within the Scope of Services (0-40 points).
   - Should address scope of services requested and any additional services the Contractor will provide.

B. Staff Qualifications (0-15 points).
   - The proposal will be evaluated on the consultant's demonstrated staff qualifications.

C. Pricing (0-20 points).

D. References (0-15).
   - Provide a minimum of 3 current and 3 prior references (maximum of 5 allowed).

E. RFP Documents (0-10).
   - Completed original RFP required documents to include all Attachments/Exhibits.

EVALUATION RANKING SHEET FOR RFP #20-MA-319
ATHLETIC FIELD MAINTENANCE SERVICES – COUNTY WIDE

SCHOOL BOARD OF CLAY COUNTY, FLORIDA
CRITERIA FOR RANKING

DATE:_____
RFP 20-MA-319

VENDOR	A. FAMILIARITY AND EXPERIENCE WITHIN SCOPE OF SERVICES 0 TO 40	B. FIRM/STAFF QUALIFICATIONS 0 TO 15	C. PRICING 0 TO 20	D. REFERENCES 0 TO 15	E. RFP DOCUMENTS 0 TO 10	TOTALS

SIGNATURE OF RATER:_____

PRINT NAME: _____

DATE:_____

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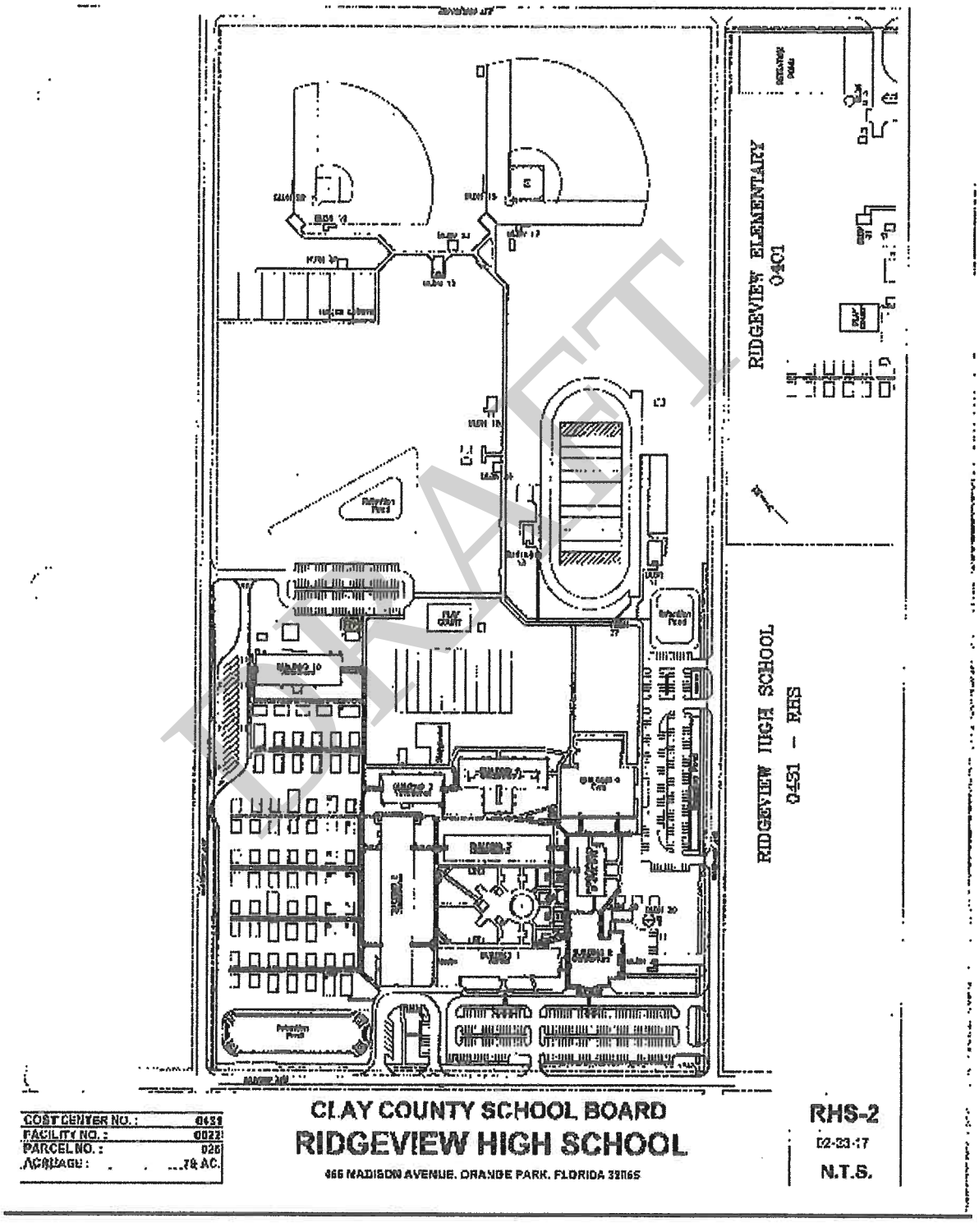
Appendix A – (2 pages)
School/Facility Addresses

Junior High	Address
Green Cove Springs Junior	1220 Bonaventure Avenue, Green Cove Springs, FL 32043
Lake Asbury Junior	2851 Sandridge Road, Green Cove Springs, FL 32043
Lakeside Junior	2750 Moody Avenue, Orange Park, FL 32073
Oakleaf Junior	4085 Plantation Oaks Blvd., Orange Park, FL 32065
Orange Park Junior	1500 Gano Avenue, Orange Park , FL 32073
Wilkinson Junior	5025 County Road 218, Middleburg, FL 32068
High Schools	**Address**
Clay High	2025 State Road 16 West, Green Cove Springs, FL 32043
Fleming Island High	2233 Village Square Parkway, Fleming Island, FL 32003
Keystone Heights High	900 Orchid Avenue, Keystone Heights, FL 32656
Middleburg High	3750 County Road 220, Middleburg, FL 32068
Oakleaf High	4035 Plantation Oaks Blvd., Orange Park, FL 32065
Orange Park High	2300 Kingsley Avenue, Orange Park, FL 32073
Ridgeview High	466 Madison Avenue, Orange Park, FL 32065

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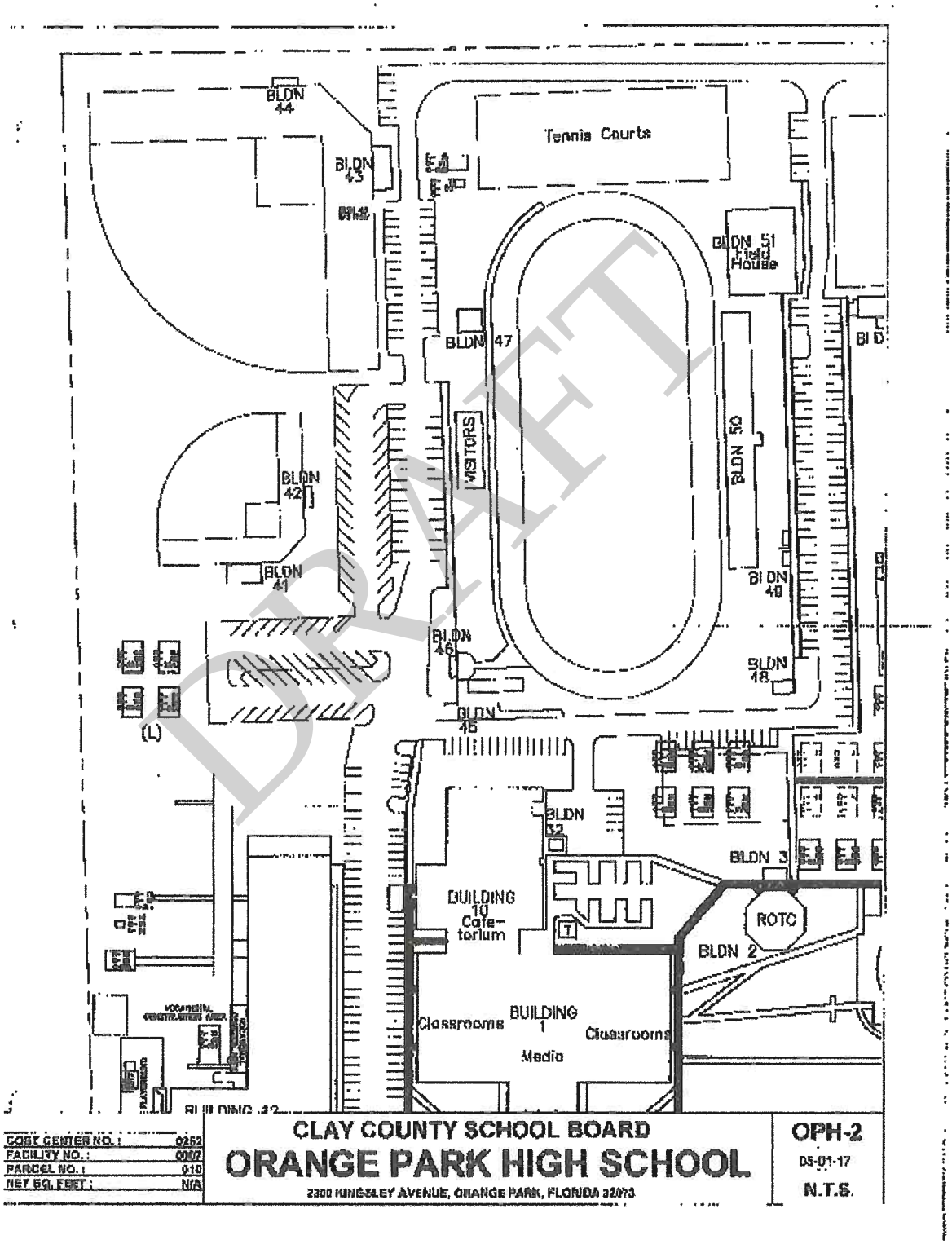
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Appendix B - (13 maps)
School Maps



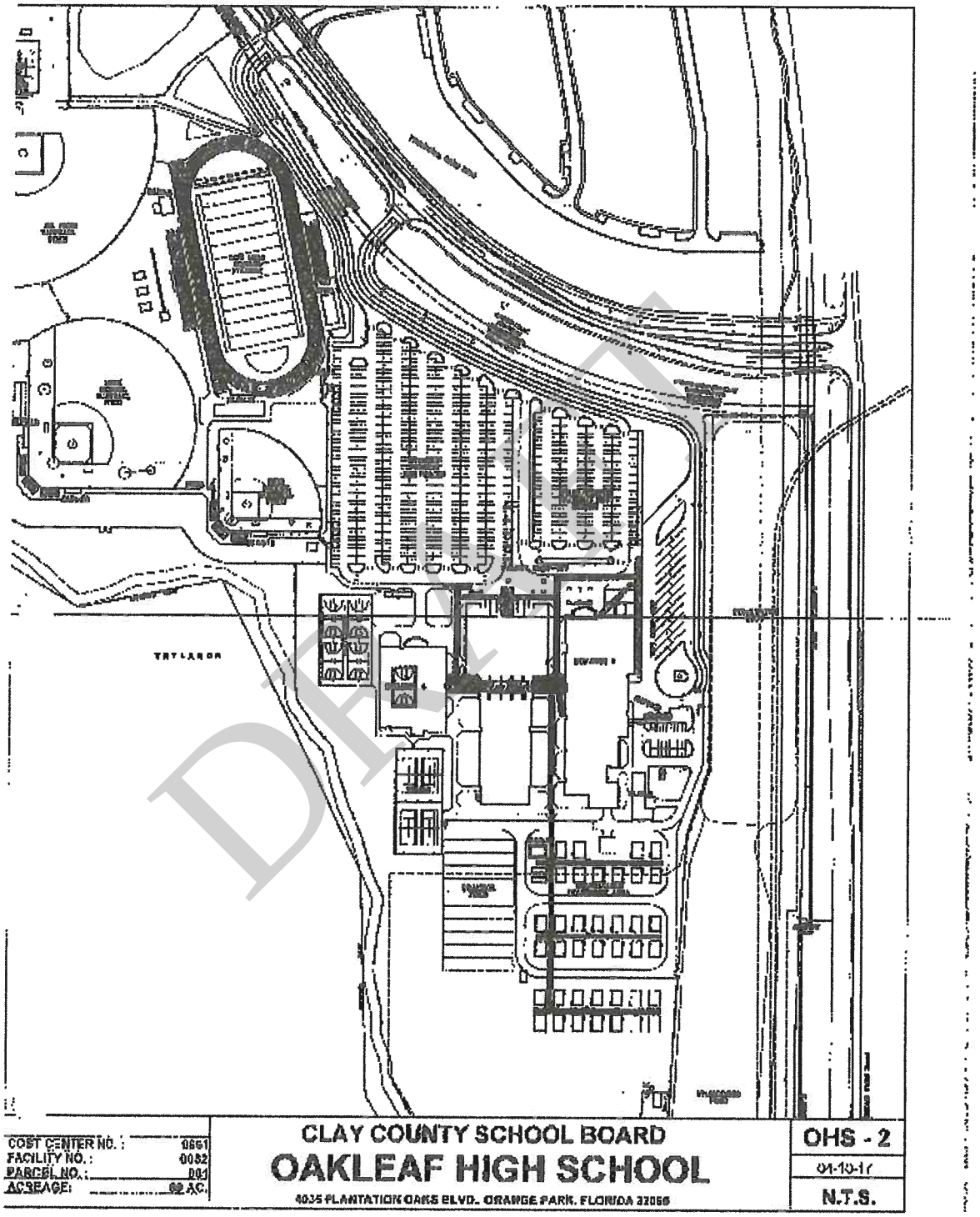
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Appendix B - (13 maps)
School Maps



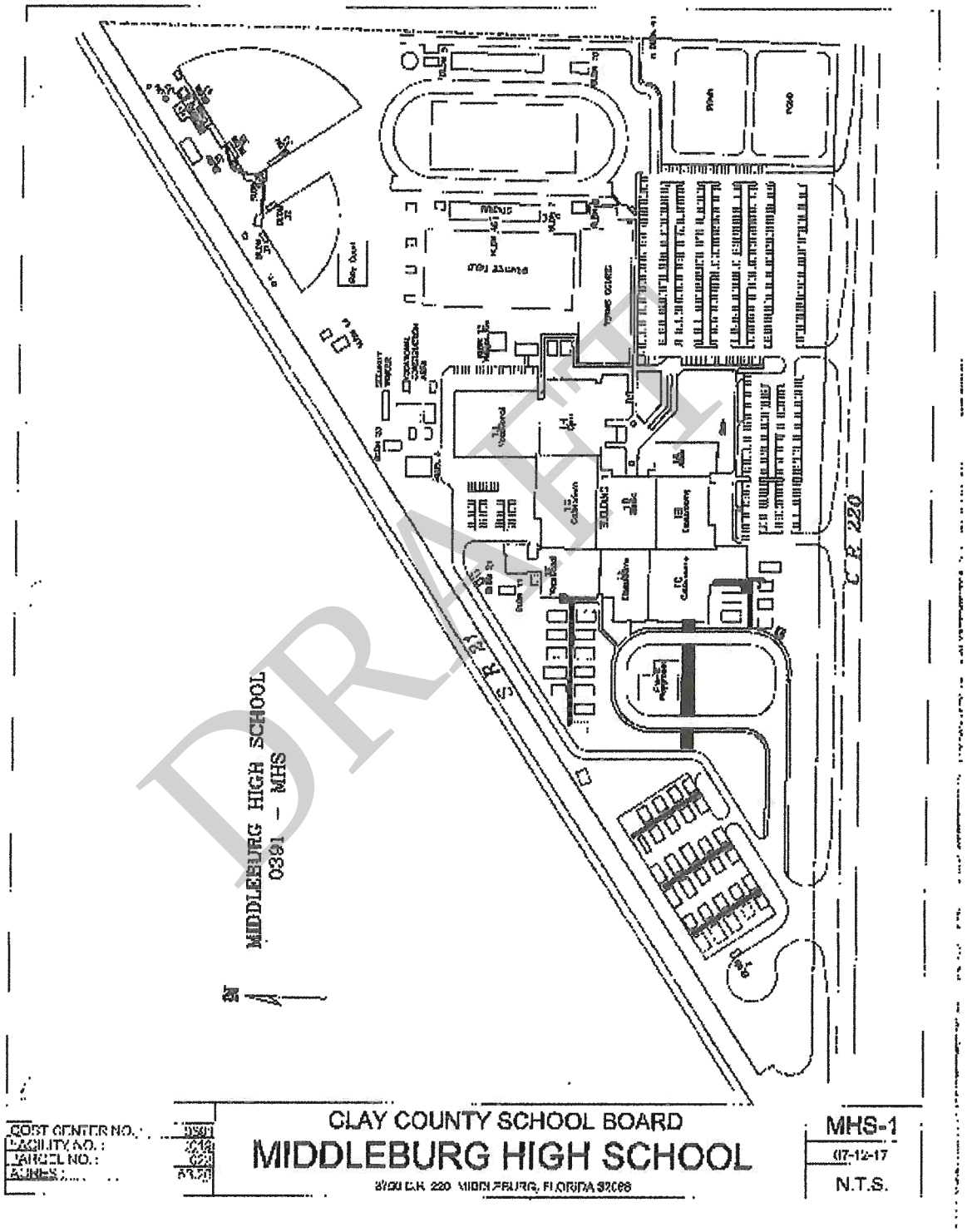
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Appendix B - (13 maps)
School Maps



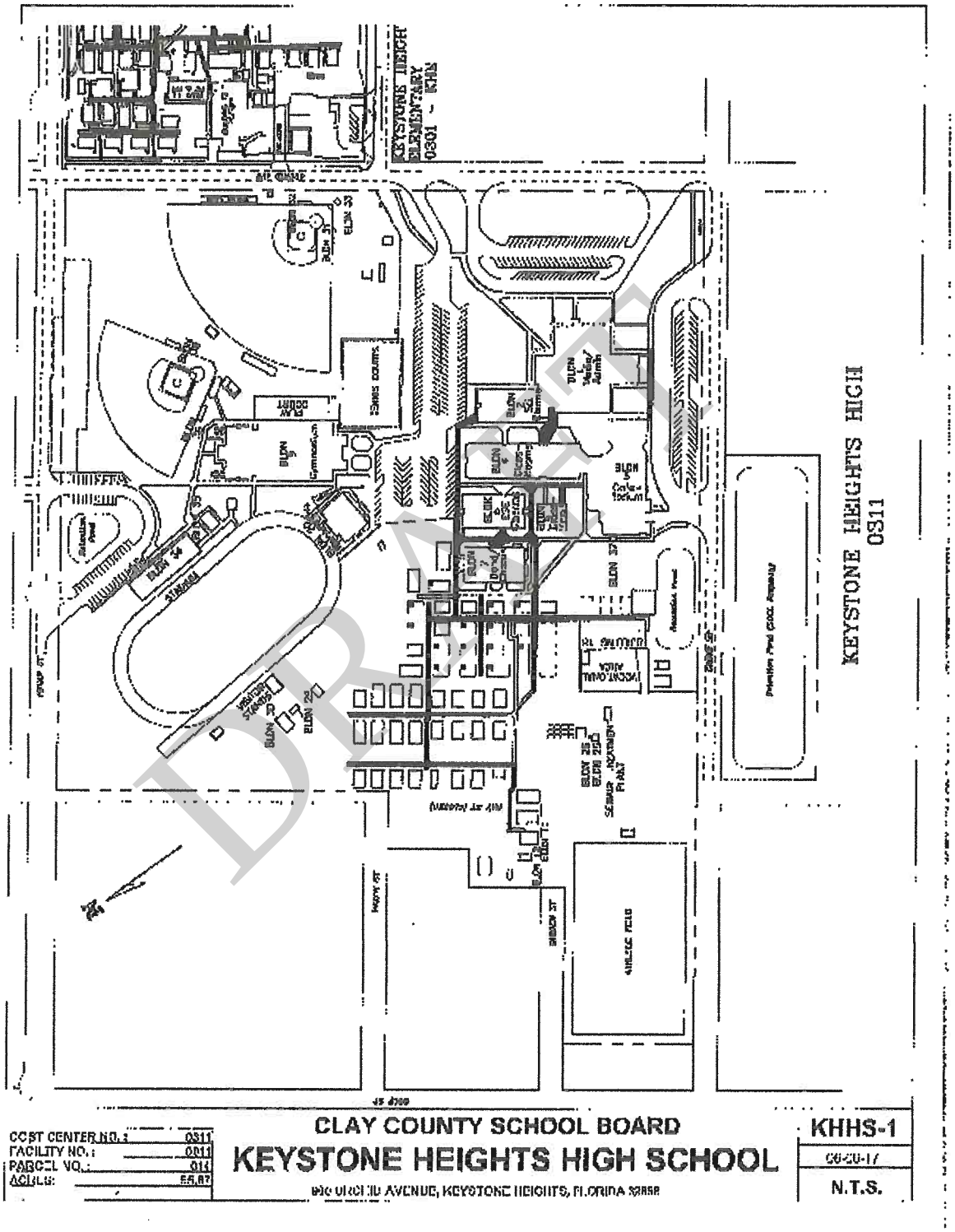
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School Maps

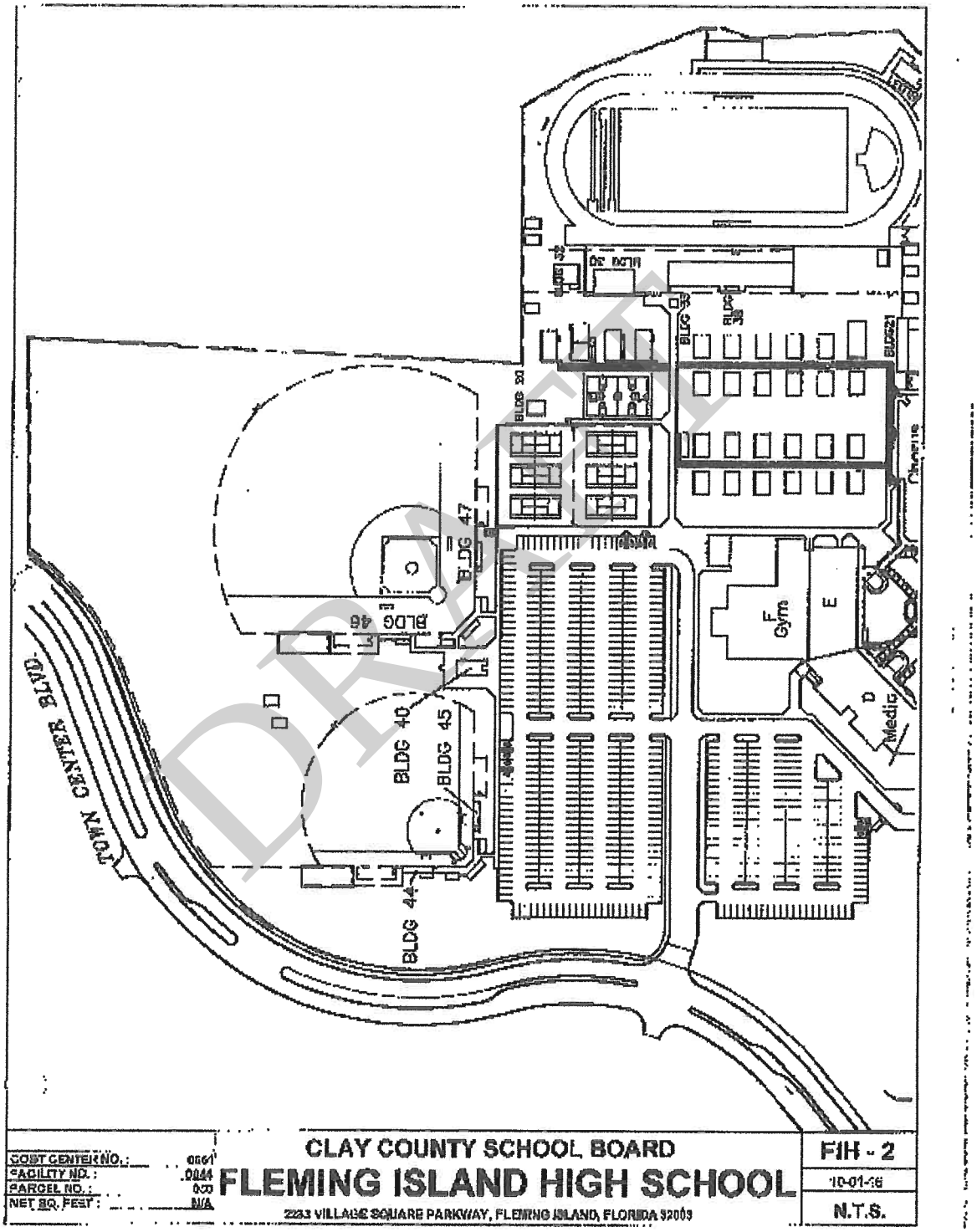


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Appendix B - (13 maps)
School Maps

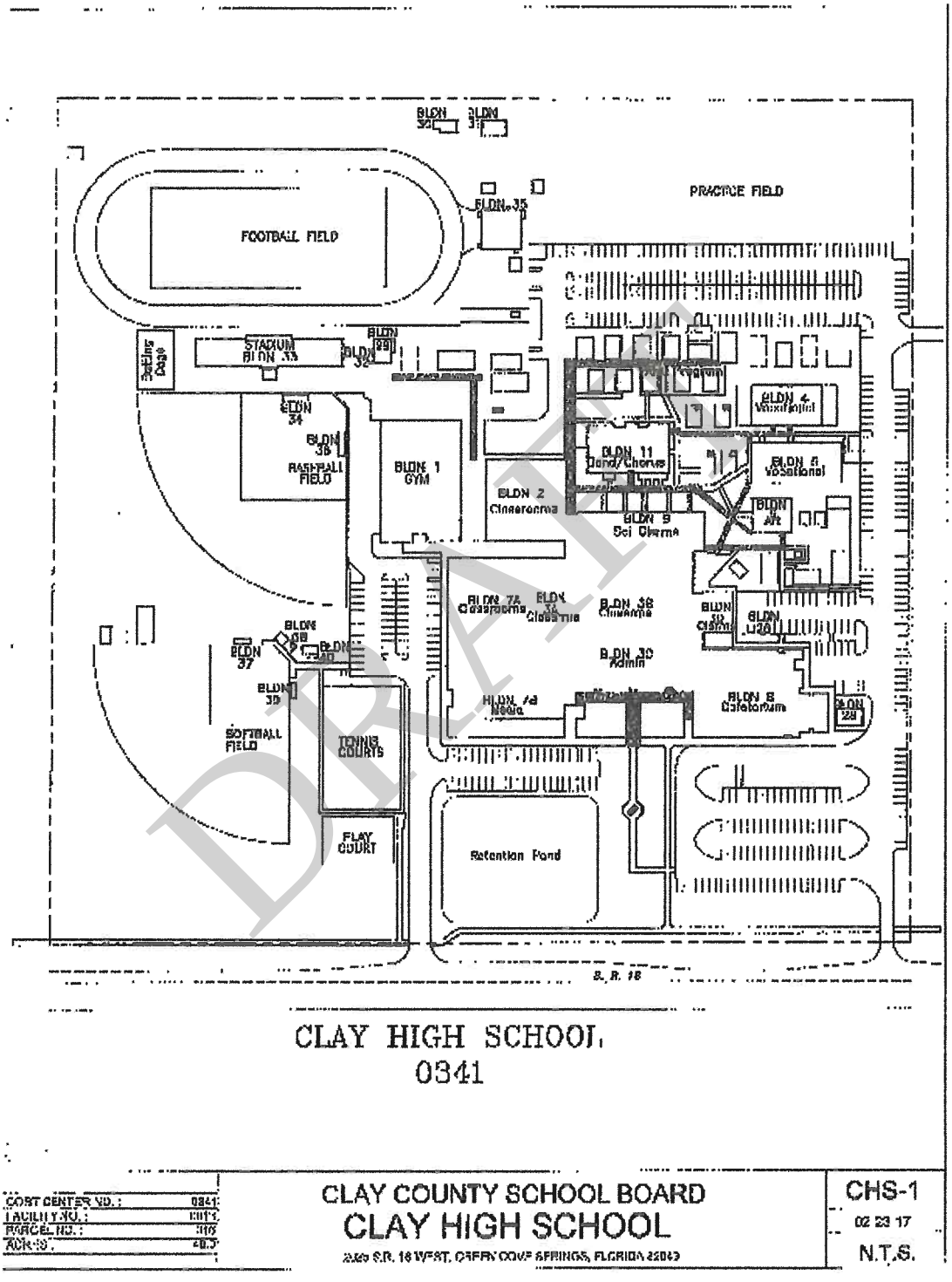


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School Maps

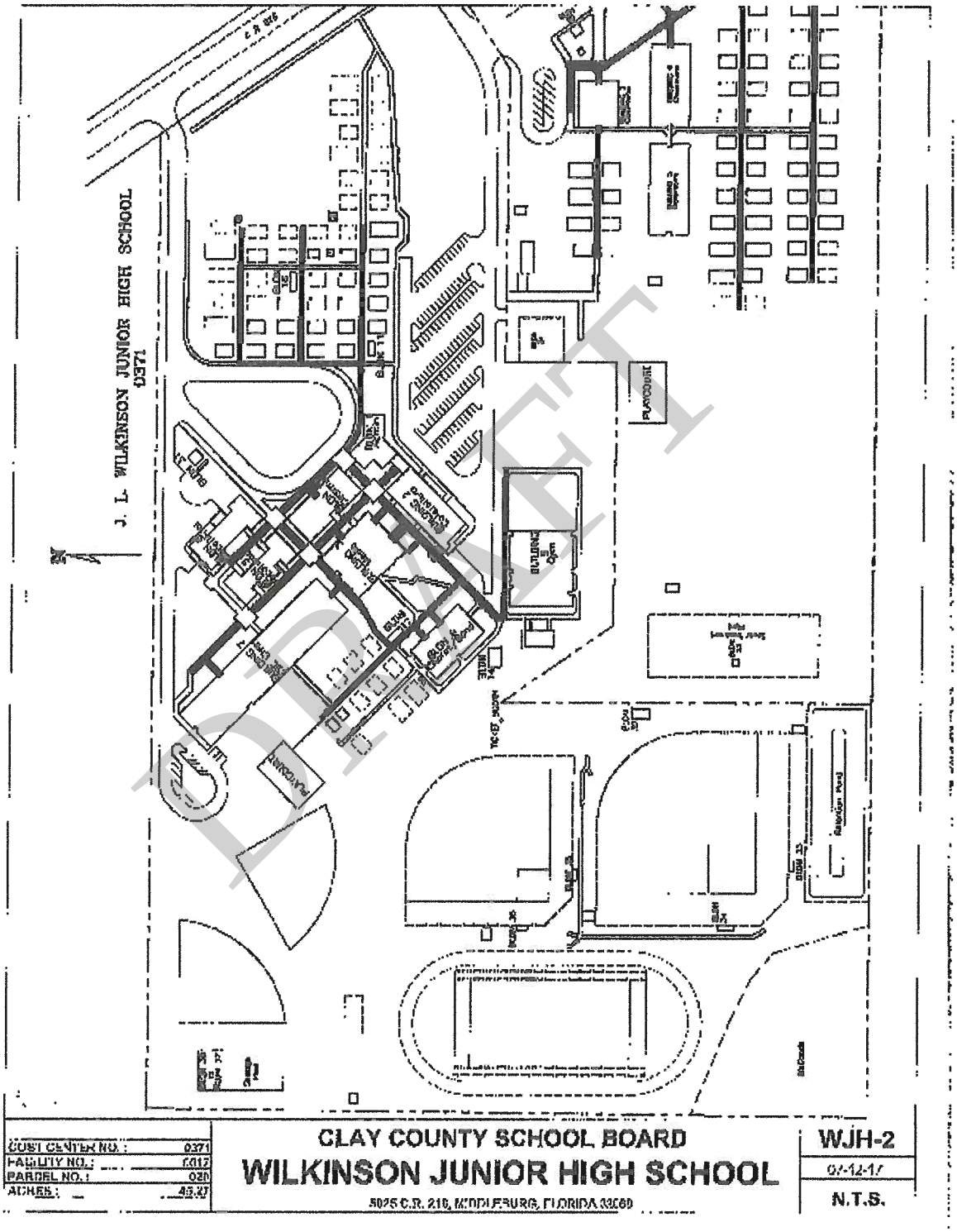


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School Maps

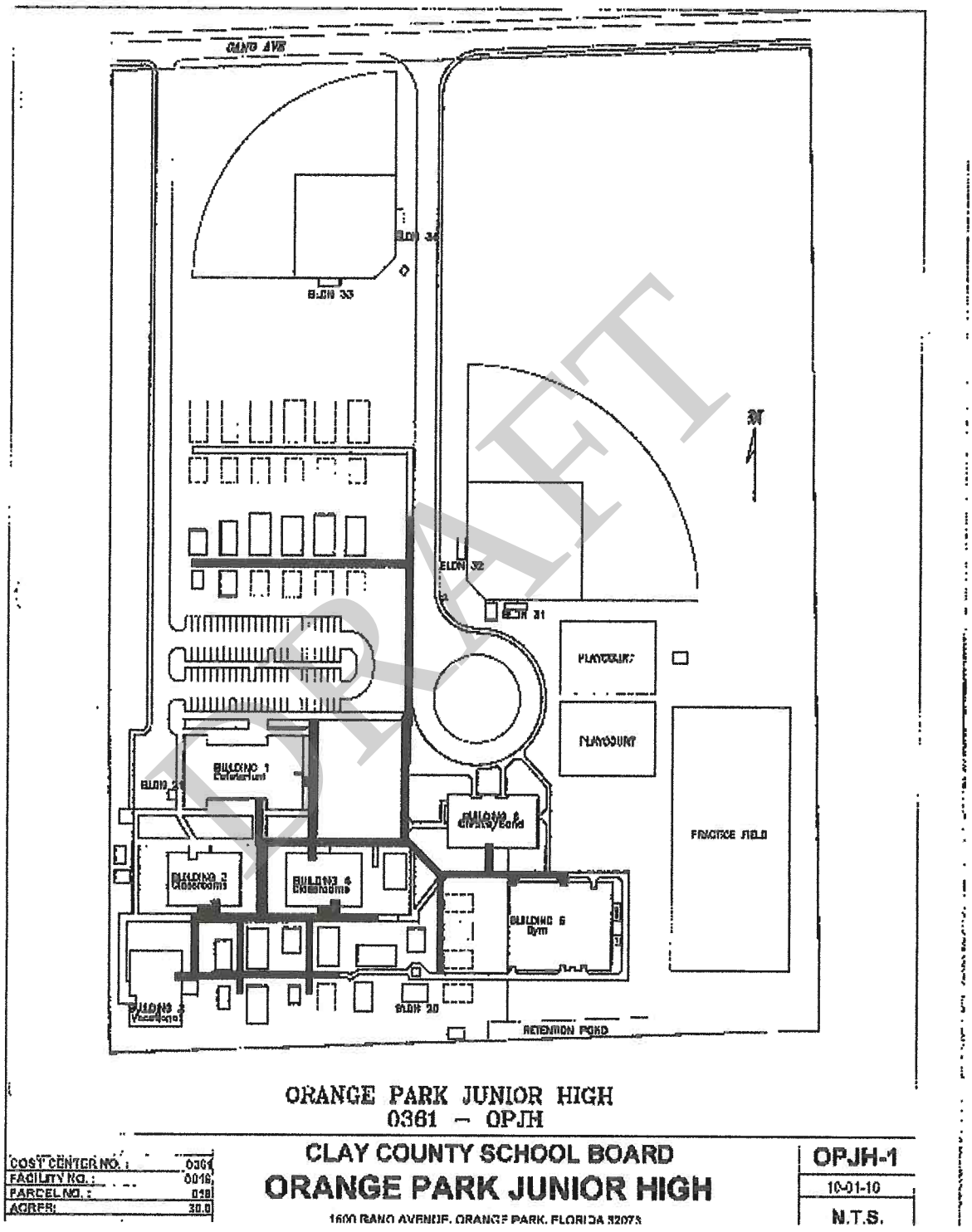


Appendix B - (13 maps)
School Maps



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School Maps



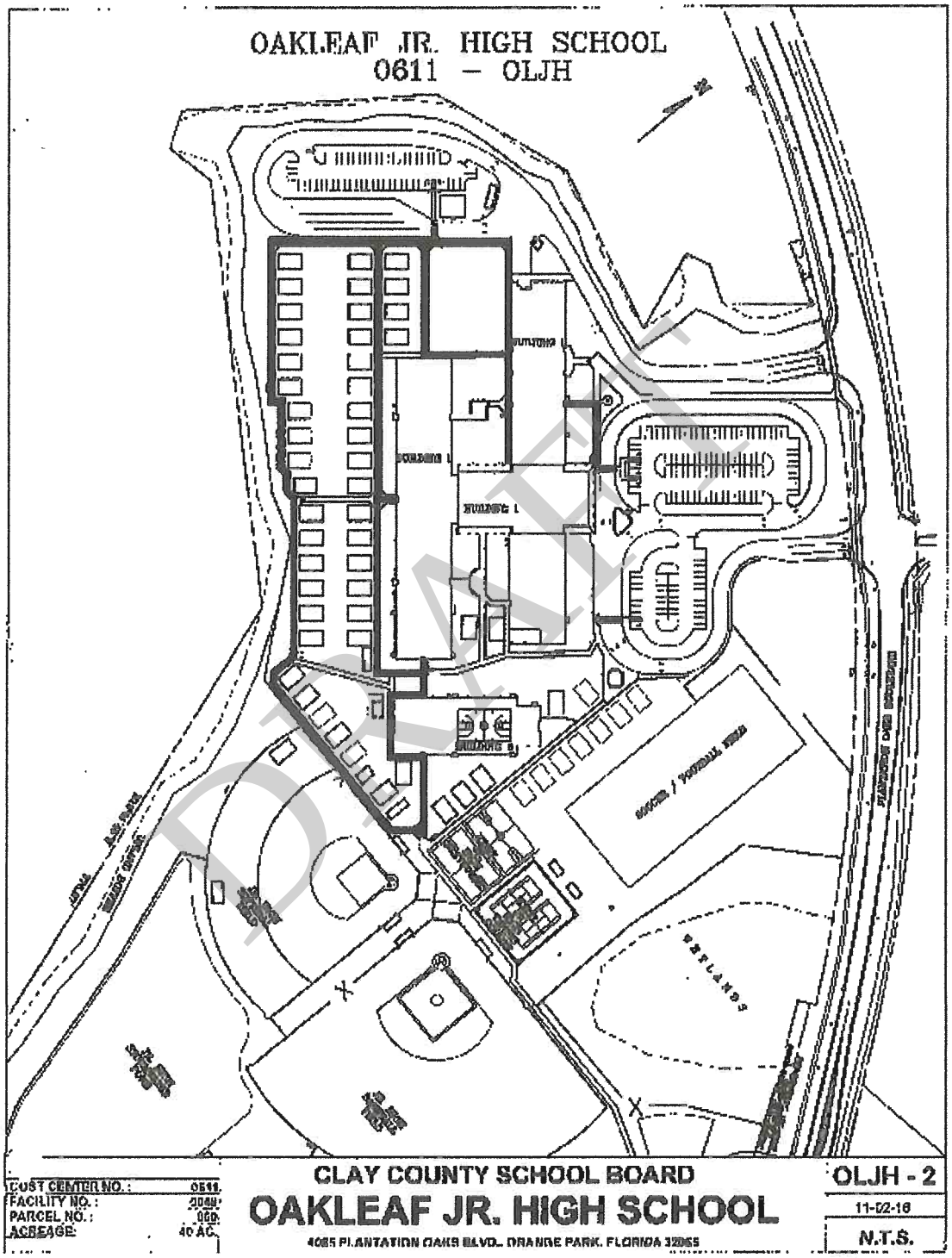
ORANGE PARK JUNIOR HIGH
0361 – OPJH

COST CENTER NO.:	0361
FACILITY NO.:	0018
PARCEL NO.:	018
ACRES:	30.0

CLAY COUNTY SCHOOL BOARD
ORANGE PARK JUNIOR HIGH
1600 RANO AVENUE, ORANGE PARK, FLORIDA 32073

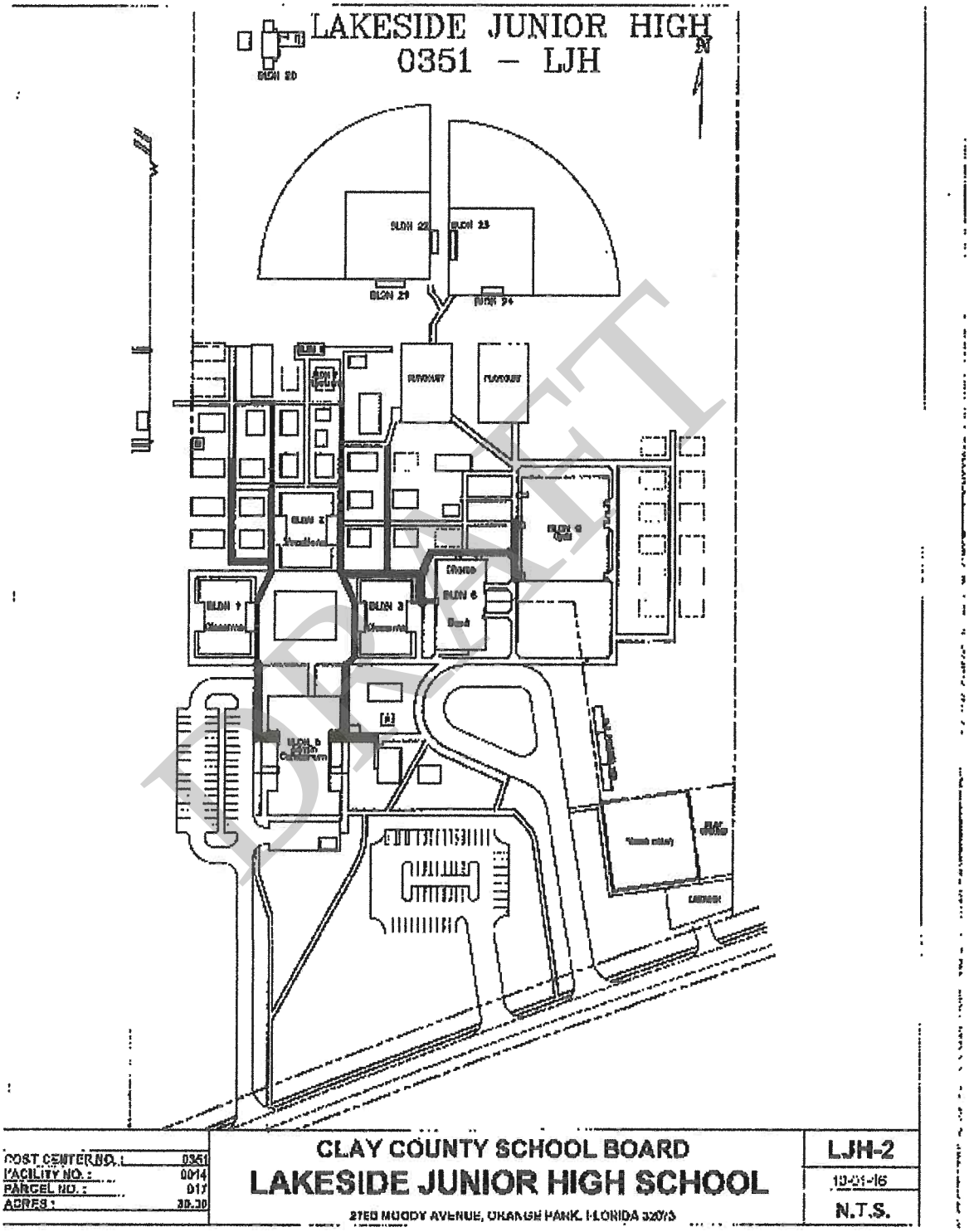
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Appendix B - (13 maps)
School Maps



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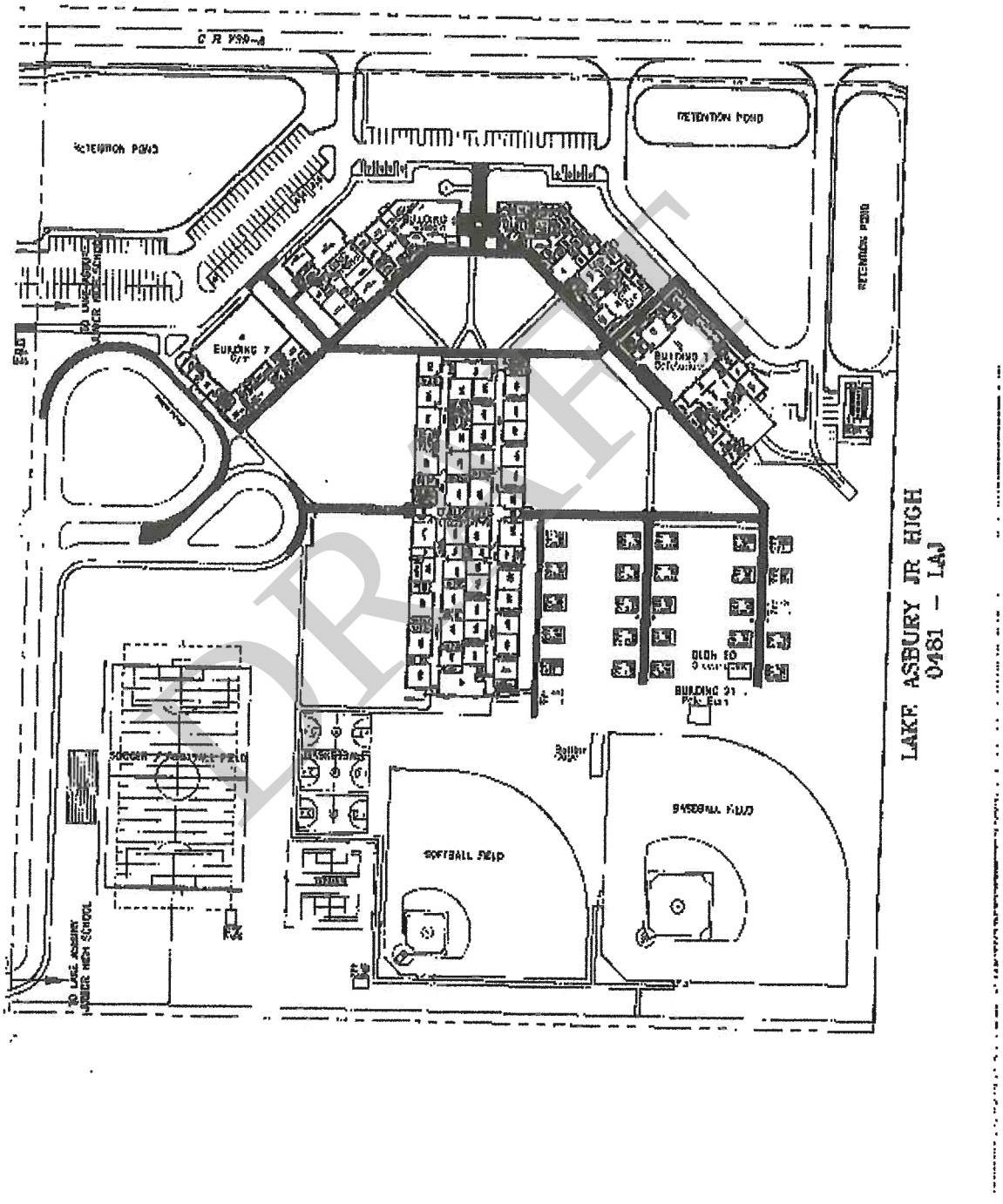
Appendix B - (13 maps)
School Maps



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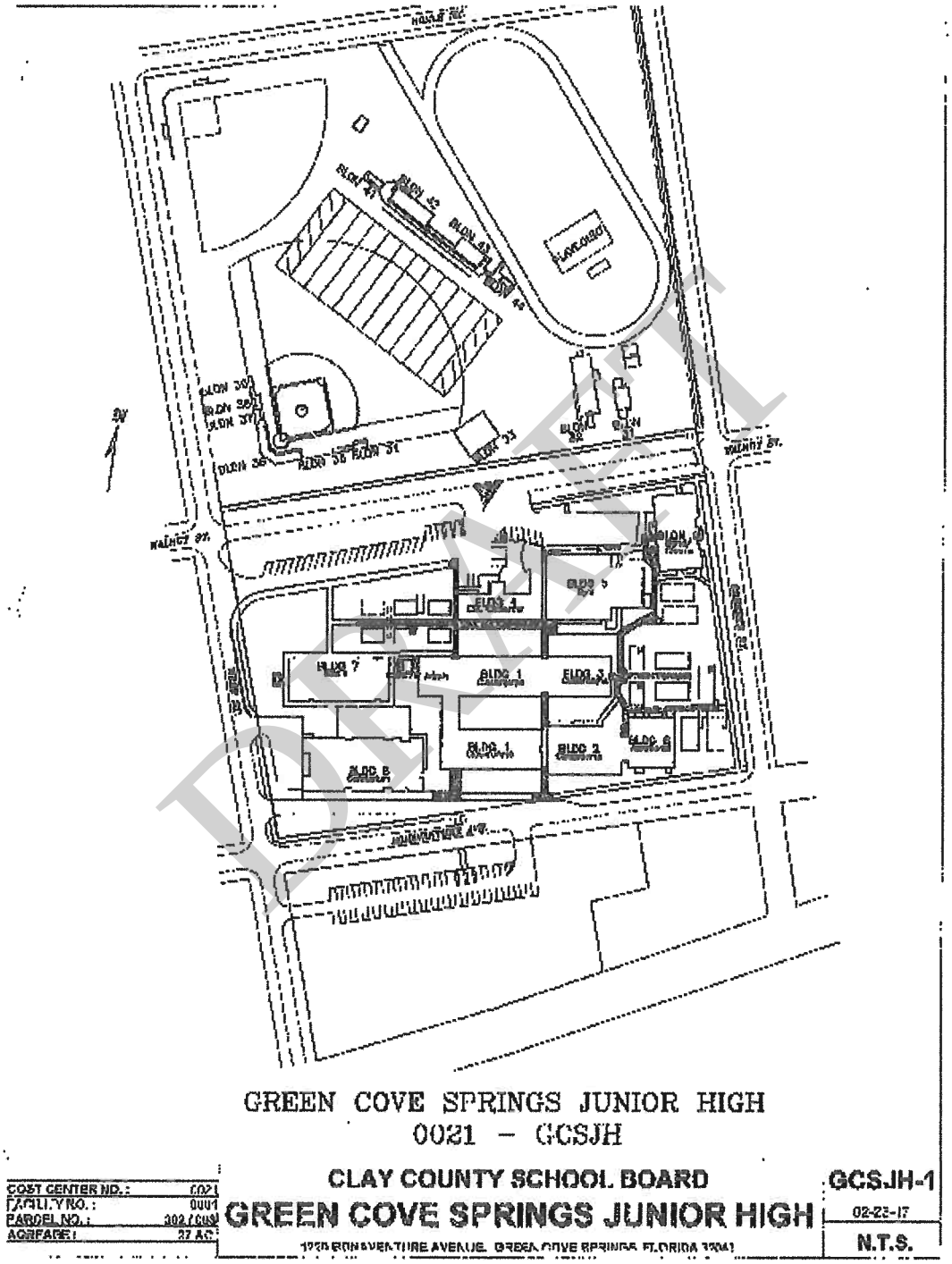
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Appendix B - (13 maps)
School Maps



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Appendix B - (13 maps)
School Maps



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ATTACHMENT 1
DISCLOSURE OF POTENTIAL CONFLICT OF INTEREST AND CONFLICTING EMPLOYMENT OR CONTRACTUAL RELATIONSHIP

Section 112.313 (3) and (7), Florida Statutes, sets forth restrictions on the ability of SBCC employees acting in a private capacity to rent, lease, or sell any realty, goods or services to SBCC. It also places restrictions on SBCC employees concerning outside employment or contractual relationships with any business entity which is doing business with SBCC.

Contractor must disclose in its RFP, the names of any employees who are employed by Contractor who are also an employees of SBCC. Persons identified below may have obligations and restrictions applicable to them under Chapter 112, Florida Statutes.

Name of Employee	SBCC Title or Position of Employee	SBCC Department/ School of Employee

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Check one of the following and sign:

☒ I hereby affirm that there are no known persons employed by Contractor who are also an employee of SBCC.

☐ I hereby affirm that all known persons who are employed by Contractor who are also an employee of SBCC have been identified above.

Signature

ST Johns Turf Care
Company Name

ATTACHMENT 2
CERTIFICATION REGARDING NON-DISCRIMINATION

THE UNDERSIGNED ASSURES THAT IT SHALL COMPLY WITH:

A. TITLE VI OF THE CIVIL RIGHTS ACT OF 1964, AS AMENDED, 42 U.S.C. 2000d ET SEQ., WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF RACE, COLOR, OR NATIONAL ORIGIN.

B. SECTION 504 OF THE REHABILITATION ACT OF 1973, AS AMENDED, 20 U.S.C. 794, WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF HANDICAP.

C. TITLE IV OF THE EDUCATION AMENDMENTS OF 1972, AS AMENDED, 20 U.S.C. 1681 ET SEQ., WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF SEX.

D. THE AGE DISCRIMINATION ACT OF 1975, AS AMENDED, 42 U.S.C. 6101 ET SEQ., WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF AGE.

E. SECTION 654 OF THE OMNIBUS BUDGET RECONCILIATION ACT OF 1981, AS AMENDED, 42 U.S.C. 9849, WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF RACE, CREED, COLOR, NATIONAL ORIGIN, SEX, HANDICAP, POLITICAL AFFILIATION OR BELIEFS.

F. THE AMERICANS WITH DISABILITIES ACT OF 1990, P.L. 101-336, WHICH PROHIBITS DISCRIMINATION ON THE BASIS OF DISABILITY AND REQUIRES REASONABLE ACCOMMODATION FOR PERSON WITH DISABILITIES.

G. ALL REGULATIONS, GUIDELINES, AND STANDARDS AS ARE NOW OR MAY BE LAWFULLY ADOPTED UNDER THE ABOVE STATUTES.

THE CONTRACTOR AGREES THAT COMPLIANCE WITH THIS ASSURANCE CONSTITUTES A CONDITION OF RECEIVING PAYMENTS UNDER THIS CONTRACT/PURCHASE ORDER AND THAT IT IS BINDING UPON THE CONTRACTOR FOR THE PERIOD DURING WHICH SERVICES/PRODUCTS ARE PROVIDED.

CONTRACTOR NAME: ST Johns Turf Care

AUTHORIZED CONTRACTOR REPRESENTATIVE SIGNATURE:

Jeff Pilcher
(Printed Name)

(Signature)

Co-owner
(Title)

9/15/20
(Date)

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ATTACHMENT 3
CERTIFICATION REGARDING LOBBYING

CERTIFICATION FOR CONTRACTS, GRANTS, LOANS AND COOPERATIVE AGREEMENTS

THE UNDERSIGNED CERTIFIES, TO THE BEST OF HIS OR HER KNOWLEDGE AND BELIEF, THAT:

1. NO FEDERAL APPROPRIATED FUNDS HAVE BEEN PAID OR SHALL BE PAID BY OR ON BEHALF OF THE UNDERSIGNED, TO ANY PERSON FOR INFLUENCING OR ATTEMPTING TO INFLUENCE AN OFFICER OR EMPLOYEE OF ANY AGENCY, A MEMBER OF CONGRESS, AN OFFICER OR EMPLOYEE OF CONGRESS, OR AN EMPLOYEE OF A MEMBER OF CONGRESS IN CONNECTION WITH THE AWARDING OF ANY FEDERAL CONTRACT, THE MAKING OF ANY FEDERAL GRANT, THE MAKING OF ANY FEDERAL LOAN, THE ENTERING INTO OF ANY COOPERATIVE AGREEMENT, AND THE EXTENSION, CONTINUATION, RENEWAL, AMENDMENT, OR MODIFICATION OF ANY FEDERAL CONTRACT, GRANT, LOAN OR COOPERATIVE AGREEMENT.

2. IF ANY FUNDS OTHER THAN FEDERAL APPROPRIATED FUNDS HAVE BEEN PAID OR SHALL BE PAID TO ANY PERSON FOR INFLUENCING OR ATTEMPTING TO INFLUENCE AN OFFICER OR EMPLOYEE OF ANY AGENCY, A MEMBER OF CONGRESS, AN OFFICER OR EMPLOYEE OF CONGRESS, OR AN EMPLOYEE OF A MEMBER OF CONGRESS IN CONNECTION WITH THIS FEDERAL CONTRACT, GRANT, LOAN, OR COOPERATIVE AGREEMENT, THE UNDERSIGNED SHALL COMPLETE AND SUBMIT STANDARD FORM-LLL, "DISCLOSURE FORM TO REPORT LOBBYING," IN ACCORDANCE WITH ITS INSTRUCTIONS.

3. THE UNDERSIGNED SHALL REQUIRE THAT THE LANGUAGE OF THIS CERTIFICATION BE INCLUDED IN THE AWARD DOCUMENTS FOR ALL SUB-AWARDS AT ALL TIERS (INCLUDING SUBCONTRACTS, SUB-GRANTS AND CONTRACT UNDER GRANTS, LOANS, AND COOPERATIVE AGREEMENTS) AND THAT ALL SUB-RECIPIENTS SHALL CERTIFY AND DISCLOSE ACCORDINGLY.

THIS CERTIFICATION IS MATERIAL REPRESENTATION OF FACT UPON WHICH RELIANCE WAS PLACED WHEN THIS TRANSACTION WAS MADE OR ENTERED INTO. SUBMISSION OF THIS CERTIFICATION IS A PREREQUISITE FOR MAKING OR ENTERING INTO THIS TRANSACTION IMPOSED BY SECTION 1352, TITLE 31, and U. S. CODE. ANY PERSON WHO FAILS TO FILE THE REQUIRED CERTIFICATION SHALL BE SUBJECT TO CIVIL PENALTY OF NOT LESS THAN $10,000 AND NOT MORE THAN $100,000 FOR EACH SUCH FAILURE.

DRAFT

AUTHORIZED SIGNATURE OF CONTRACTOR **DATE** 9/15/20

ATTACHMENT 4

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION - LOWER TIER COVERED TRANSACTIONS

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion - Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-Procurement List.

Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

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Instructions for Certification:

The prospective lower tier participant certifies, by submission of this proposal that neither it nor its principals are:

presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency;

have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in performing a public (federal, state or local) transaction or contract under a public transaction; or for violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements or receiving stolen property;

are not presently indicted for or otherwise criminally or civilly charged by a government entity (federal, state or local) with commission of the offenses enumerated in this certification; or

(d) have not within a three-year period preceding this application had one or more public transaction (federal, state or local) terminated for cause or default.

Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Contractor: ST Johns Turf Care

Jeff Pilcher — Printed Name

Co-owner — Title of Authorized Representative

Signature: _____

Date: 9/15/20

ATTACHMENT 5
DRUG-FREE WORKPLACE CERTIFICATION

Preference shall be given to Contractors submitting a certification with their proposal certifying they have a drug-free workplace in accordance with Section 287.087, Florida Statutes, as currently enacted or as amended from time to time.

IDENTICAL TIE RFP – Preference shall be given to businesses with drug-free workplace programs. Whenever two or more RFPs, which are equal with respect to price, quality, and service, are received by the State or by any political subdivision for the procurement of commodities or contractual services, a RFP received from a business that certifies that it has implemented a drug-free workplace program shall be given preference in the award process. Established procedure for processing tie RFPs shall be followed if none of the tied Contractors have a drug-free workplace program, a business shall:

1. Publish a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace and specifying the actions what shall be taken against employee for violations of such prohibition.

2. Inform employees about the dangers of drug abuse in the workplace, the business's policy of maintaining a drug-free workplace, any available drug counseling, rehabilitation, and employee assistance programs, and the penalties that may be imposed upon employees for drug abuse violations.

3. Give each employee engaged in providing the commodities or contractual services that are under RFP a copy of the statement specified in subsection (1).

4. In the statement specified in subsection (1), notify the employees that, as a condition of working on the commodities or contractual services that are under, the employee shall abide by the terms of the statement and shall notify the employer of any conviction of, or plea of guilty or nolo contendero to, any violation of Chapter 893 or of any controlled substance law of the United States or any state, for a violation occurring in the workplace no later than five (5) days after such conviction.

5. Impose a sanction on, or require the satisfactory participation in a drug abuse assistance or rehabilitation program if such is available in the employee's community, by any employee who is so convicted.

6. Make a good faith effort to continue to maintain a drug-free workplace through implementation of this section.

As the person authorized to sign the statement, I certify that this firm complies fully with the above requirements.

COMPANY NAME: ST Johns Turf Care

CONTRACTOR'S SIGNATURE: _____

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ATTACHMENT 6

STATEMENT OF PRINCIPAL PLACE OF BUSINESS

(To be completed by each Contractor)

Name of Contractor: ST Johns Turf Care

Identify the state in which the Contractor has their principal place of business: FL

Identify the political subdivision (outside of Florida) in which Contractor has its principal place of business:

_____

OPINION OF OUT-OF-STATE CONTRACTOR'S ATTORNEY ON BIDDING PREFERENCES
(To be completed by the Attorney for any Out-of-State Contractor)

NOTICE: Section 287.084.(2), Fla. Stat., provides that "A Contractor whose principal place of business is outside this state must accompany any written bid, proposal, or reply documents with a written opinion of any attorney at law licensed to practice law in that foreign state, as to the preferences, if any or non, granted by the law of the state [or political subdivision thereof] to its own business entities whose principal places of business are in that foreign state in the letting of any or all public contract." See also: Section 287.084(1), Fla. Stat.

LEGAL OPINION ABOUT STATE BIDDING PREFERENCES

(Please Select One)

X The Contractor's principal place of business is in the State of FL and it is my legal opinion that the laws of that sate **do not grant a preference** in the letting of any or all public contracts to business entities whose principal places of business are in that state.

_____ The Contractor's principal place of business is in the State of _____ and it is my legal opinion that the laws of that state **grant the following preference(s)** in the letting of any public contracts to business entities whose principal places of business are in that state. [Please describe applicable preference(s) and identify applicable state law(s)]

_____

_____

LEGAL OPINION ABOUT POLITICAL SUBDIVISION BIDDING PREFERENCES

(Please Select One)

X The Contractor's principal place of business is in the political subdivision of FL and it is my legal opinion that the laws of that political subdivision **do not grant a preference** in the letting of any or all public contracts to business entities whose principal places of business are in the political subdivision.

_____ The Contracctor's principal place of business is in the political subdivision of _____ and it is my legal opinion that the laws of that political subdivision **grant a preference** in the letting of any or all public contracts to business entities whose principal places of business are in the political subdivision. [Please describe applicable preference(s) and identify applicable authority granting the preference(s)]:

_____

_____

Signature of out-of-state Contractor's attorney:_____

Printed name of out-of-state Contractor's attorney:_____

Address of out-of-state Contractor's attorney:_____

_____

Telephone Number of out-of-state Contractor's attorney: (__) _____ - _____

E-mail address of out-of-state Contractor's attorney:_____

Attorney's states of bar admission:_____

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ATTACHMENT 7
NON-COLLUSION AFFIDAVIT

State of FLORIDA)
County of CLAY)

My name is (INSERT NAME Jeff Pileher). I hereby attest that I am authorized to execute this affidavit on behalf of my firm, its owners, directors, and officers. I have personal knowledge of the price(s), guarantees and the total financial commitment represented in the firm's offer and/or contract.

(1) The firm's prices and amounts offered have been arrived at independently and without consultation, communication or agreement with any other Contractor or respondent.

(2) Neither the final nor approximate prices or amounts offered have been disclosed to any other firm or person who is a respondent or potential respondent, nor were they disclosed prior to opening of offers.

(3) The offer from my firm is made in good faith and no attempt has been made to induce any firm or person to refrain from submitting an offer, or to submit an offer higher than our offer, or to submit any intentionally high or noncompetitive offer or other form of complementary offer.

(4) (INSERT NAME OF COMPANY St Johns Turf Care) its affiliates, subsidiaries, officers, directors, employees are not currently under investigation by any governmental agency and have not in the last three years been convicted or found liable for any act prohibited by State or Federal law in any jurisdiction, involving conspiracy or collusion with respect to bidding, proposing or offering on any public contract, except as follows:

I attest that (INSERT NAME OF COMPANY ST Johns Turf Care) understands and acknowledges that the above representations are material and important, and will be relied on by The School Board of Clay County, Florida, in awarding the contract for which this offer is submitted. I understand and my firm understands that any misstatement of material representations herein shall be treated as fraudulent or otherwise intentional concealment of the true facts relating to submission of offers for this contract.

CONTRACTOR NAME: Jeff Pileher

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

Jeff Pileher
(Printed Name)

(Signature)

Co-Owner
(Title)

3/15/20
(Date)

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ATTACHMENT 8
APPLICANT STATEMENT – BACKGROUND INFORMATION

1. Legal Name and Address: ST Johns Turf Care
   Address of Proposed Office in Charge, if different: 1040 Hastings Federal Point Rd, East Palatka
   Contact Person and Position: Jeff Pilcher - Co-Owner
   Telephone: 352-258-3314

2. Circle One: Corporation, Partnership, Individual, Joint Venture or Other

3. If Corporation, 6/2015
   Date of Incorporation:
   State of Incorporation: FL
   If out-of-state Corporation currently authorized to do business in Florida, give date of such authorization:
   Names and Titles of Principal Officers: Jeff Pilcher, Corey Kimball

4. Name and Address and amount of ownership of all stockholders owning more than 10 percent of the company:

5. If Partnership: Date of Organization:
   Nature of Partnership (~~General~~, Limited, or Association):
   Name and Address of Partners: Jeff Pilcher / Corey Kimball

6. If Individual: Name and Address of Owner:

7. Under what other or former names has your organization operated? None

8. Length of time in business. 5 yrs

9. Describe any litigation or regulatory action filed against your firm in the last three (3) years, and the resolution thereof. None

10. State whether the firm has offices and representatives in the State of Florida and/or in Clay County or surrounding Counties. Putnam, Duval

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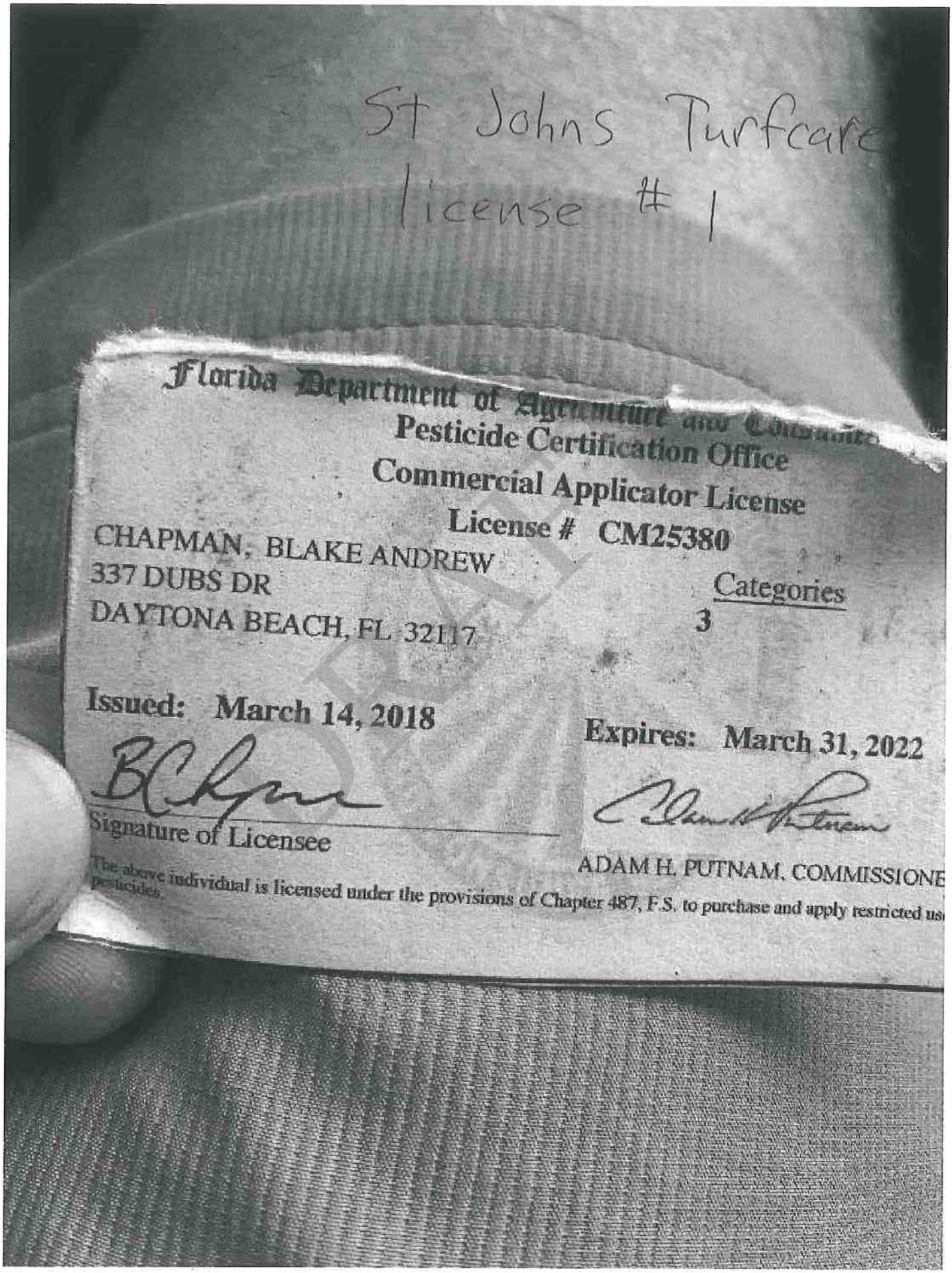
Proposal Certification

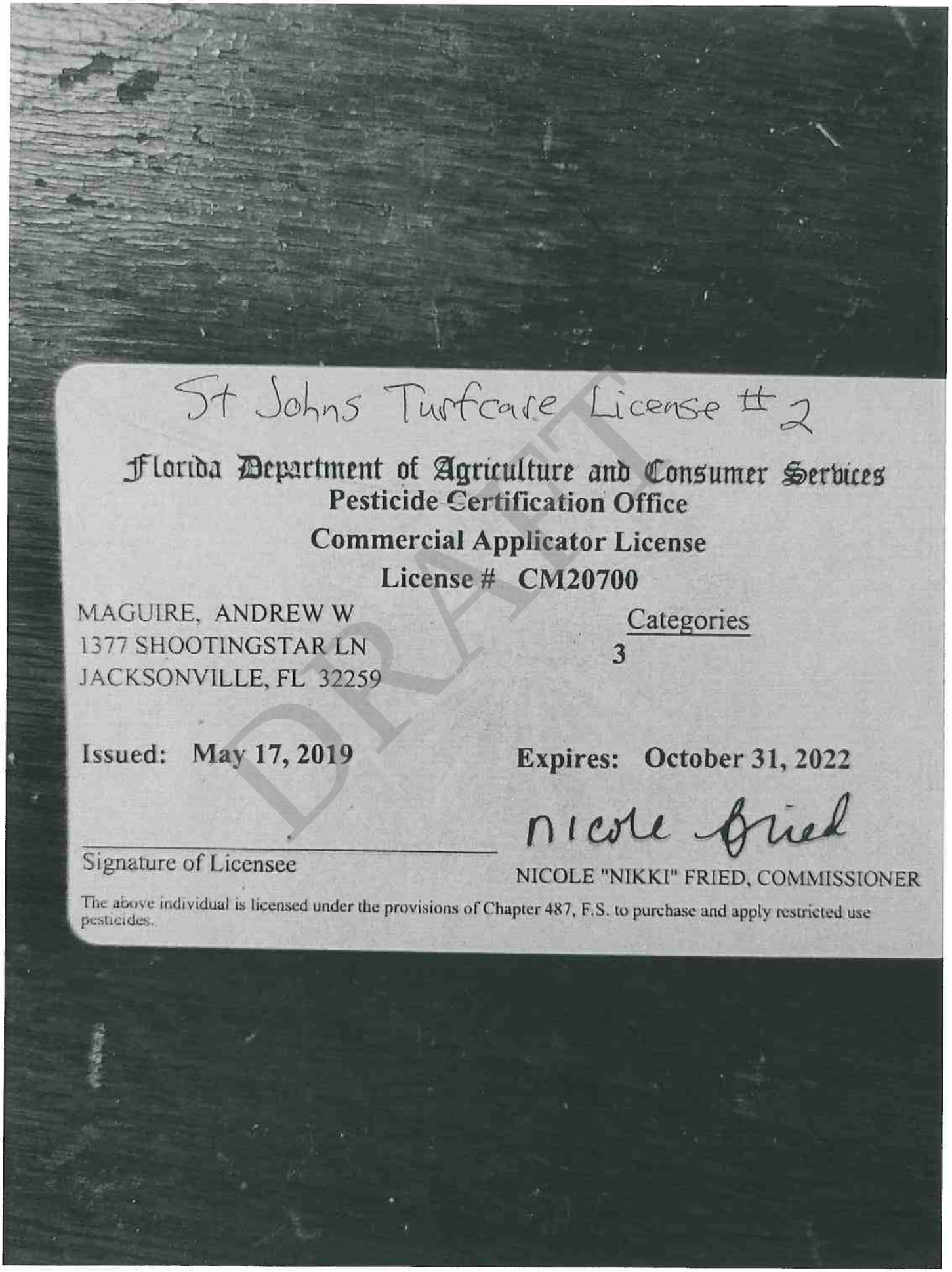
I hereby certify that I am submitting the enclosed information as my company's cost proposal by virtue of executing and returning this FEE SCHEDULE. I further certify full, complete and unconditional acceptance of the contents of the Request for Proposal, and all appendices and the contents of any Addenda released thereto.

If selected, I agree to execute any required truth-in-negotiations certificate stating that the rates of compensation and other factual unit costs supporting the compensation are accurate, complete and current at the time of contract.

AUTHORIZED SIGNATURE OF CONTRACTOR 5/15/20 DATE

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St Johns Turfcare
license #1
Florida Department of Agriculture and Consumer
Pesticide Certification Office
Commercial Applicator License
License # CM25380
CHAPMAN, BLAKE ANDREW
337 DUBS DR
DAYTONA BEACH, FL 32117
Categories
3
Issued: March 14, 2018
Expires: March 31, 2022
Signature of Licensee
ADAM H. PUTNAM, COMMISSIONE
The above individual is licensed under the provisions of Chapter 487, F.S. to purchase and apply restricted us
pesticides.



St Johns Turfcare License # 2

Florida Department of Agriculture and Consumer Services
Pesticide Certification Office
Commercial Applicator License
License # CM20700

MAGUIRE, ANDREW W
1377 SHOOTINGSTAR LN
JACKSONVILLE, FL 32259

Categories
3

Issued: May 17, 2019

Expires: October 31, 2022

Nicole Fried

Signature of Licensee

NICOLE "NIKKI" FRIED, COMMISSIONER

The above individual is licensed under the provisions of Chapter 487, F.S. to purchase and apply restricted use pesticides.

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1040 Hastings Federal Point Rd
East Palatka, FL 32131
Corey Kimball 904-434-1627,
Jeff Pilcher 352-258-3314

09/14/2020

Clay County RFP-20-MA-319

St Johns Turf Care is a full service sports turf company. We have a 6 person full time crew with summer part time workers. We have 2 owners that both come from the turf industry. One being an assistant golf course superintendent and the other being a fertilizer salesman. They have a combined 30 years in the turf business from sports turf and golf. We have 4 full time staff members that all come with turf experience, 3 come from the MLB system with over 17yrs experience and 1 from golf with 3yrs experience. With this team we are able to provide all services that are needed in sports turf. We offer anything from monthly turf maintenance that would include all turf needs to a complete field renovation or construction. SJTC uses only sports turf specific equipment for our services. We have Toro mowers and spray rig. We use the Imants, Abi and Wessex equipment in our contract work and also are the distributors of these lines of equipment.

Our people are what makes this where we can offer a wide verity of services. With having 3 guys from the MLB minors system we are able to offer professional clay work for baseball and softball fields. We have 3 guys that come from the turf side of the sports business and are able to provide the best turf management practices possible. This diverse group gives us the ability to offer our customers the best possible service and field conditions no matter the sport.

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References:

Univ of North Florida – Brian Kowalski (505) 263-8583, b.kowalski@unf.edu

Pedro Menendez High – Patrick Turner (904) 392-4659, Patrick.turner@stjohns.k12.fl.us

Matanzas High – Zach Rigney (386) 566-4740 Rigneyz@flaglerschools.com

Univ of Florida – Jason Smith (352) 474-9891 jasonsm@gators.ufl.edu

Baltimore Orioles – Danial Thomas (309) 532-0524 dthomas@orioles.com

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Timestamp	Evaluator Name	Evaluator School	What vendor are you currently using for your athletic field maintenance?	Does this vendor respond to request or problems in a timely manner? Does this vendor provide solutions to problems or issues?	Is the technician courteous and professional?	Rate the overall quality of services this vendor provides...	Please provide a detailed explanation in the space below for the rating your selected above.	Would you continue to do business with this vendor?	Please list any additional comments about this vendor you would like to make.
2/23/2021 9:09:10	Samantha Eaton	Wilkinson Junior High	AgrowPro	Yes	Yes	Very Satisfied	Anytime there are issues they get resolved. If I run into an issue and need guidance, I am offered ways to fix the issue.	Yes	n/a
2/23/2021 9:13:21	Charles Dickinson	Keystone Heights	Agrowpro	Yes	Yes	Very Satisfied	Service is excellent. I can call vendor and ask him questions at any time and he responds in a timely manner. They have done an excellent job of maintaining our athlete fields.	Yes	We have been using vendor for numerous years and have been extremely satisfied with their service. Since they have taken over our fields we have had a lot less issues with maintaining fields.
2/23/2021 9:21:10	Jared Moses	Clay High School	AgrowPro	Absolutely! Always willing to help and explain exactly what needs to be done on our fields!	Extremely! Has a very calm demeanor and always pleasant to talk to!	Very Satisfied	With AgrowPro, I NEVER have to worry that our fields are going to be maintained and maintained the right way! They understand what each school's needs are and since they have been the ones in control over our fields, they have never looked better! It is one less worry from our jobs because we know it will be handled correctly and that our fields will be safe for our student-athletes!	Yes	I honestly do not know what we would do without them maintaining our fields! Again, it is such a comforting feeling stepping into this job knowing that field maintenance was something that I did not have to stress over. They are very easy to work with and always come when needed and always stay on the schedule of maintenance throughout the entire year!
2/23/2021 9:23:24	Tim Hamel	LAJH	AgroPro	Yes. Will be on site in a day or two	YES.	Very Satisfied	My field went from being unusable to great shape in a year. The grass grows at a good rate and is weed free. The grass stands up to the constant use of PE classes and athletic practices everyday. AgroPro is always available to answer my calls and will be on site when needed.	Yes	Agropro has been totally professional for several years now
2/23/2021 9:36:56	Chris Goddard	OPJH	None	N/A	N/A	Neutral	Orange Park Jr. does not currently use a vendor for field maintenance. All field work is done by Coaches and AD. Request for county personnel has been requested from time to time.	Yes	N/A
2/23/2021 10:31:44	Marcus Miller	Oakleaf HS	St. John's Turf Care	Yes	Yes	Very Satisfied	We are very happy with St. John's Turf Care, they have provided us with the highest quality customer service. They keep our fields safe for our kids, they have done leveling to insure there are less injuries, they spray to keep pests away, and have done and excellent job keeping weeds and sand burs out of our athletic fields.	Yes	We MUST have field maintenance for the health, safety, and well being of our student-athletes.

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Timestamp	Evaluator Name	Evaluator School	What vendor are you currently using for your athletic field maintenance?	Does this vendor respond to request or problems in a timely manner? Does this vendor provide solutions to problems or issues?	Is the technician courteous and professional?	Rate the overall quality of services this vendor provides...	Please provide a detailed explanation in the space below for the rating your selected above.	Would you continue to do business with this vendor?	Please list any additional comments about this vendor you would like to make.
2/23/2021 11:48:49	Chris Gallagher	Ridgeview High School	We are currently receiving NO service	Absolutely with excellence!	very professional	Very Satisfied	AgrowPro is always prompt and professional.	Yes	We absolutely need field maintenance service for our fields to be safe and playable for our student athletes.
2/25/2021 7:56:01	Travis Cunningham	Fleming Island High School	AgrowPro	Very responsive, on top of things when we need it.	The whole crew is very professional in what they do. Top notch performance.	Very Satisfied	AgrowPro has always been there for what we needed, and has always delivered a product that delivers results.	Yes	None at this time.
2/25/2021 8:45:09	Janet Rowe	Oakleaf Junior High	County for maintenance / AG pro for supplies	Depends on the issues / supplies yes	Yes	Satisfied	County Requests not always handled in timely manner. Communication with person making request not always made... I have to follow up to find out it's been handled.	Yes	None
2/25/2021 9:15:47	Dan Slater	Green Cove Junior High	School districts	No!	Courteous yes	Very Dissatisfied	Put in a work order to spray for weed and bug in March of 2020. Got a reply 5 months later in August that it was a duplicate which it wasn't and nothing was done now the fields are filled with weeds. Put a work order in in November to kill grass and weeds in clay of softball field and baseball cutouts. 3 months later got a reply that it was inspected after I had already filled the areas so we can play.	No	If I had the stuff to do it myself I would
2/25/2021 11:38:40	Lloyd Patterson	Lakeside Jr.	We really don't - but for our baseball/ softball fields we use AgroPro -	Yes - for the most part - However they are very busy and we don't get much done from them - So, he get to us when he can - very understandable	Yes - always	Satisfied	He does a good job	Yes	Very good service - no issues other than $$ - We would like additional treatments for weeds - clover - and sandspurs but really can't afford it.
3/1/2021 9:21:14	Michael Harrison	Orange Park	Aggrow Pro	yes	everytime	Very Satisfied	Kyle and his staff are always available to answer questions and present solutions. Kyle has a game plan for all fields that has been 100% effective in generating great fields at OPHS	Yes	in my opinion AgrowPro is 100% the best option for OPHS
3/1/2021 12:51:33	Lloyd Patterson	Lakeside Jr. high	AgrowPro	Yes	Yes	Satisfied	He only does our baseball / softball field areas - and provides winter rye grass - Would like to use him more or county provided services - to Treat all of the fields - but too much $$	Yes	Would like to use him more or county provided services - to Treat all of the fields - but too much $$ - we definitely need our fields treated for weeds clover and sandspurs - ...aeration and fertilization

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Athletic Field Maintenance Services

			Internal Account Funds					Budget Funds				
			Agrow Pro	Agrow Pro	Agrow Pro	Agrow Pro	Agrow Pro	Agrow Pro	Agrow Pro	Agrow Pro	Agrow Pro	Agrow Pro
High School	**Provider**	**Athletic Field Services**	2016/17	2017/18	2018/19	2019/20	2020/2021	2016/17	2017/18	2018/19	2019/20	2020/2021
Clay High School	Agrow Pro	Fertilization and Weed/Pest Control, Aereation and Top Dressing,Rye Seed and Spreading, Baseball and Softball Turface	$13,400.00	$4,406.00	$7,005.00	$7,932.00	$3,925.00	Data is in TERMS	$2,825.00	$5,075.00	$5,000.00	$5,075.00
Middleburg High School	Agrow Pro	Fertilization and Weed/Pest Control, Aereation and Top Dressing,Rye Seed and Spreading, Sod Replacement	$3,100.00	$6,745.00	$6,326.00	$4,387.00			$6,000.00	$6,200.00	$6,200.00	$5,425.00
Orange Park High School	Agrow Pro	Fertilization and Weed/Pest Control, Aereation and Top Dressing,Rye Seed and Spreading, Baseball and Softball Turface	$7,449.45	$6,975.00	$10,667.50	$8,195.00	$1,800.00		$2,300.00	$6,125.00	$10,175.00	$7,400.00
Fleming Island High School	Agrow Pro	Fertilization and Weed/Pest Control, Rye Seed and Spreading, Aereation, Baseball and Softball Turface	$7,625.00	$5,188.00	$7,475.00	$8,962.00	$1,550.00			$5,225.00	$4,725.00	$4,550.00
Ridgeview High School	Agrow Pro	Fertilization and Weed/Pest Control, Aereation and Top Dressing,Rye Seed and Spreading, Baseball and Softball Turface	$10,845.00	$8,735.40	$15,900.00	$11,305.00	$3,705.00		$2,300.00	$5,000.00	$5,500.00	$800.00
Keystone Heights High School	Agrow Pro	Fertilization and Weed/Pest Control, Rye Seed and Spreading	$6,695.00	$6,792.00	$16,627.00	$5,820.00	$2,006.00		$6,000.00	$6,000.00	$6,000.00	$3,000.00
Oakleaf High School	St. Johns Turf Care (was Agrow Pro)	Fertilization and Weed/Pest Control, Aereation and Top Dressing,Rye Seed and Spreading, Field Decompaction, Baseball and Softball Turface, Fraze Mowing, Baseball Field Grading, Baseball Mound Rebuilding	$7,845.00	$7,345.00	$6,015.00	$9,735.00	$700.00		$5,600.00	$11,200.00	$9,600.00	$2,400.00 (Agrow Pro) $7175.00 (St Johns Turf)
Junior High School	**Provider**	**Athletic Field Services**										
Green Cove Junior High	Agrow Pro	Materials only: Turface, Rye Seed				$880.00	$1,000.00					
Lakeside Junior High	Agrow Pro	Fertilization and Weed/Pest Control, Rye Seed and Spreading				$496.00						
Lake Asbury Junior High	Agrow Pro	Fertilization and Weed/Pest Control only	$6,906.25	$6,957.00	$5,795.00	$5,700.00	$2,852.00					
Oakleaf Junior High	Agrow Pro	Materials only: Turface, Chalk, Mound Clay and Bremuda Grass Seed		$350.00	$400.00	$1,112.00						
Wilkinson Junior High	Agrow Pro	Fertilization and Weed/Pest Control only		$4,632.00	$8,190.00	$9,560.00	$3,780.00					
Keystone Junior High	Agrow Pro	Services fall under same scope as high school (same fields)										
Orange Park Junior High	Agrow Pro	Materials only: Turface			$478.00							
		IA TOTALS / BUDGET TOTALS	**$63,865.70**	**$58,125.40**	**$84,878.50**	**$74,084.00**	**$21,318.00**		**$25,025.00**	**$44,825.00**	**$47,200.00**	**$35,825.00**
Financial Impact is a high estimate thus the $150,000		**IA + BUDGET = COMBINED TOTAL**	**$63,865.70**	**$83,150.40**	**$129,703.50**	**$135,684.00**	**$57,143.00**					

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Job Locator: I-2.1.11
Athletic Director
Position Grade: Teacher Salary Schedule
Evaluated By: School Principal

Job Description:

The Athletic Director is responsible for reporting directly to the school principal for the implementation and monitoring of the overall athletic program of the school.

Responsibilities and duties of this position include:

1. Attend all FHSAA meetings/trainings as well as all district or school meetings regarding school athletic programs (i.e., rules clinics, scheduling meetings, etc.)
2. Conduct the athletic program of the school in accordance with rules of the school, the district and the FHSAA.
3. Assist in the supervision and monitoring of the athletic program.
4. Coordinate supervision at home athletic events.
5. Assist the school principal in the hiring and evaluation of athletic coaches and the coaching staff.
6. Prepare an ongoing plan of facility improvements and repairs of the athletic facilities.
7. Oversee the inventory of athletic equipment and supplies, prepare bid specifications and purchase orders for athletic department expenditures.
8. Establish and maintain a cooperative working relationship with local recreational programs and junior high schools.
9. Maintain a cooperative working relationship with colleges and universities in the recruitment of student athletes.
10. Actively promote the athletic program of the school through various mediums and promote sportsmanship.
11. Help coordinate transportation for the athletic programs.
12. Direct the promotion, sale of tickets and fundraising events of the athletic programs and assume responsibility for receipts and deposits of athletic funds with the school business office in accordance with established district and state procedures.
13. Ensure coaches make the necessary arrangements for field and gym practices and handle the logistics for visiting teams if necessary.
14. Administer the athletic eligibility reports to the Florida High School Athletic Association.
15. Assist coaches in monitoring participants' progress in academic and school life and provide counseling and tutoring assistance where appropriate.
16. Coordinate the planning and organization of individual or school Booster Clubs, aware banquets/ceremonies, etc.
17. Assist in the scheduling of all interscholastic contests and preparing game contracts.
18. Coordinate and supervise all radio and television broadcasts, as well as the public address system operation at the various athletic events.
19. Maintain a file of all athletic suspensions/expulsions; insurance documentation; physicals, and other required forms by the FHSAA.
20. Review and make recommendations to the school principal pertaining to athletic policies and disseminate the information to the coaches, parents and students.
21. Develop and monitor equity plans for the athletic programs as necessary.
22. Perform other such duties as requested by the school principal.

Required Qualifications:
1. Bachelor's degree or higher.
2. Valid Florida teacher's certificate.
3. Ability to perform the functions of the position.

Desired Qualifications:
1. Previous successful experience as a coach preferred.
2. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations to students, parents and the school staff.
3. Ability to read and interpret documents such as safety rules, operating and maintenance instructions, procedure manuals, governmental regulations, etc.
4. Ability to define problems, collect data, establish facts and draw valid conclusions.

School Board Approved: 4/17/2014

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