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Details of the STREAM Certification Program

STREAM – the integration of science, technology, religion, engineering, the arts, and math education. All Catholic schools do this to some extent. **What makes a school a STREAM school?**

- The mission and Catholic identity are fully integrated into every aspect of the school.
- All classrooms are centers of fully engaged 21st century learners.
- The curriculum is arranged in such a way that the subjects are coordinated to support each other and promote a natural way of learning.
- Interdisciplinary project-based, inquiry-based learning is evident throughout the school.
- Students demonstrate an increased STREAM literacy. Students have an understanding of religious, scientific, artistic, technological, mathematical, and engineering concepts and processes for personal decision making and participation in civic and cultural affairs.
- Professional development for all staff members is a priority. The individual professional development plans flow from the school's goals, focusing on innovative data-driven instruction.
- The professional learning communities within the school and with other professional educators highlight the STREAM topics, improvement of instruction and learning, use of data to make instructional decisions, innovative integration of technology, and methods to continue to improve the Catholic culture of the school.
- Authentic use of technology by both the teachers and the students is an integral part of the teaching and learning.
- The school has a designated curriculum and/or STREAM coordinator.

Requirements

1. The school must be fully accredited with the Florida Catholic Conference.
2. The Diocesan Superintendent must recommend the school for STREAM certification after a school has had their program in place for at least one full school year.
3. The school must fully meet or exceed the following benchmarks:
 - a. Standard 2: An excellent Catholic school adhering to mission provides a rigorous academic program for religious studies and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture, and life.
 - b. Standard 3: An excellent Catholic school adhering to mission provides opportunities outside the classroom for student faith formation, participation in liturgical and communal prayer, and action in service of social justice.
 - c. Standard 4: An excellent Catholic school adhering to mission provides opportunities for adult faith formation and action in service of social justice.
 - d. Standard 7: An excellent Catholic school has clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.
 - e. Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and improvement of instructional practices.
 - f. Benchmark 9.3: Co-curricular and extra-curricular activities provide opportunities outside the classroom for students to further identify and develop their gifts and talents to enhance their creative aesthetic, social/emotional, physical, and spiritual capabilities.
 - g. Standard 12: An excellent Catholic school develops and maintains a facilities, equipment, and technology management plan designed to continuously support the implementation of the educational mission of the school.
 - h. Benchmark 14.7: The school shall develop an academic calendar and supporting attendance policies that are sufficient to the operation of a quality instructional program with a minimum of 180 actual school days. The school year shall include a minimum of 540 net instructional hours for kindergarten, 720 net instructional hours for grades 1-3, and 900 net instructional hours for grades 4-8.

4. The school must also fully meet or exceed the following STREAM benchmarks:
 - a. STREAM Benchmark 7.11: The school’s curriculum is standards based. Instruction includes inquiry based and project based learning. Cross-curricular projects are used by every teacher.
 - b. STREAM Benchmark 7.12: The classrooms are arranged in a manner conducive to active learning. Materials, labs, spaces, are available for classes to use.
 - c. STREAM Benchmark 9.4: Field trips, speakers, and/or programs are used to enhance the instruction and make connections to real world application of the curriculum.
 - d. STREAM Benchmark 14.7a: Each classroom has a structured schedule that includes the following minimum weekly requirements:

	K to 2	3 to 5	6 to 8
Science	150	200	225
Technology Literacy/Application	90	90	135
Religion	180	180	225
Fine Arts	90	90	90
Mathematics	250	250	225
Language Arts	680	580	450
Social Studies	150	200	225
Physical Ed/Physical Activity	180	165	135
World Languages	30	45	90
Total Minutes	1800	1800	1800

*Integrated classes count minutes toward each specific subject.

5. Specific evidence which must be included, in addition to any other evidence the school uses:
 - a. For Benchmarks 2.3, 7.7, and 8.5, PLC meeting agendas, notes, minutes and/or outcomes
 - b. For Benchmark 7.1, curriculum maps or pacing guides
 - c. For Benchmarks 7.2, 7.3, 7.4, and 7.11, a sampling of student work, a sampling of student projects, and/or a sampling of student portfolios
 - d. For Benchmark 7.11, a sampling of lesson plans from each teacher
 - e. For Benchmarks 8.1-8.5, student achievement data and the staff’s analysis of the data
6. An average of 2.75 or higher. on the observational tool

Observations

The school will do self-observations, submitting two from each classroom. All classrooms will be observed by at least two visitation team members. Each indicator will be assessed as: 1 – Not observed; 2 – Partially Evident; 3 – Evident; 4 – Very Evident. Partially evident means the statement is true for some students, but less than half of the class. Evident means the statement is true for at least half of the students in the class. Very evident means the statement is true for almost all of the students in the class.

Indicators

Each indicator begins with “Students…”

2.2: Religion classes are an integral part of the academic program in the assignment of teachers, amount of class time and the selection of texts and other curricular materials.

2.2.1 Experience religion or Catholic identity in all classes/subjects

2.2.2 Are actively engaged in learning within the religion class

2.4: The school’s Catholic identity requires excellence in academic and intellectual formation in all subjects including religious education.

2.4.1 Are involved in a rigorous curriculum

2.4.2 Are active participants in their learning and assessment

7.3: Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens.

- 7.3.1 Have opportunities for reflection
- 7.3.2 Have opportunities for evaluation
- 7.3.3 Are asked about their individual progress/learning/understanding
- 7.3.4 Demonstrate or verbalize their understanding
- 7.3.5 Have the opportunity to revise or improve their work

7.4: Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills.

- 7.4.1 Use technology and digital tools to communicate or work collaboratively
- 7.4.2 Use technology and digital tools to complete/submit assignments
- 7.4.3 Use technology and digital tools to gather, evaluate, critique, and/or use information
- 7.4.4 Use technology and digital tools to research
- 7.4.5 Use technology and digital tools to solve problems
- 7.4.6 Use technology and digital tools to create or publish work

7.5: Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind.

- 7.5.1 Have opportunities to analyze information
- 7.5.2 Demonstrate curiosity toward learning
- 7.5.3 Have the opportunity to be imaginative
- 7.5.4 Are accepting of other students, assignments, teacher's directions
- 7.5.5 Are persistent (Stick with the task at hand; follow through to completion)
- 7.5.6 Manage impulsivity (Think before speaking or acting)
- 7.5.7 Listen with understanding or empathy (pay attention to and do not dismiss another person's thoughts)
- 7.5.8 Are able to change perspective or consider another's input
- 7.5.9 Are aware of their own thoughts, feelings, intentions, and actions
- 7.5.10 Strive for accuracy
- 7.5.11 Question or pose problems
- 7.5.12 Apply knowledge to new situations
- 7.5.13 Communicate with clarity and precision
- 7.5.14 Gather data through various senses
- 7.5.15 Create, imagine, innovate (think about how something might be done differently)
- 7.5.16 Take responsible risks (willing to try something new)

7.6: Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student, and accommodating students with special needs as fully as possible.

- 7.6.1 Are provided additional/alternative instruction at appropriate level of challenge
- 7.6.2 Have a choice in their learning
- 7.6.3 Evaluate information for truth, accuracy, and/or relevance
- 7.6.4 Make connections to real life experiences
- 7.6.5 Participate in projects
- 7.6.6 Participate in interdisciplinary instruction and/or activities
- 7.6.7 Are actively engaged in the learning activities
- 7.6.8 Have the opportunity to collaborate with others or work in cooperative groups

Levels of Certification

Emerging STREAM School – The school scores an average of 2.75 to 2.95 composite on the FCC benchmarks, the STREAM benchmarks and the observations.

STREAM School – The school scores an average of 3.0 to 3.45 composite on the FCC benchmarks, the STREAM benchmarks and the observations.

Excellent STREAM School – The school scores an average of 3.5 composite on the FCC benchmarks, the STREAM benchmarks and the observations.

STREAM Rubrics

STREAM Benchmark 7.11: The curriculum is standards based and coordinated across the subject areas. Instruction includes inquiry based and project based learning. Cross-curricular projects are used by every teacher.

Level 4 Exceeds Benchmark	The curriculum is standards based and coordinated across the subject areas. A curriculum map particular to the school has been developed and is in use. The map is reviewed and edited at vertical team meetings each year. Instruction includes inquiry based and project based learning. Cross-curricular projects are used by every teacher on a regular basis. Meetings are part of the school schedule, for teachers to develop the cross-curricular projects and assess them on a regular basis. The designated curriculum and/or STREAM coordinator oversees the curriculum and instruction.
Level 3 Fully Meets Benchmark	The curriculum is standards based and coordinated across the subject areas. A curriculum map particular to the school has been developed and is in use. Instruction includes inquiry based and project based learning. Cross-curricular projects are used by every teacher. Teachers meet to develop the cross-curricular projects. The designated curriculum and/or STREAM coordinator oversees the curriculum and instruction.
Level 2 Partially Meets Benchmark	The curriculum is standards based, but not coordinated across the subject areas. A curriculum map particular to the school is under development. While, instruction includes inquiry based and project based learning, it is not the norm. Cross-curricular projects are used by some teachers. The principal oversees the curriculum and instruction.
Level 1 Does Not Meet Benchmark	The curriculum is standards based but not coordinated across the subject areas. A curriculum map particular to the school has not been developed. While, instruction includes inquiry based and project based learning, it is not the norm. Cross-curricular projects are not evident. The principal oversees the curriculum and instruction.
Possible Sources of Evidence	<ul style="list-style-type: none"> • Curriculum guides • Curriculum maps • A sampling of lesson plans from each teacher • A sampling of student work • A sampling of student projects, including cross-curricular projects • Agendas, notes from cross-curricular project meetings • Job description for curriculum coordinator, STREAM coordinator

STREAM Benchmark 7.12: Active student engagement in the learning process is evident throughout the school. The classrooms are arranged in a manner conducive to active learning. Materials, labs, spaces, are available for classes to use.

Level 4 Exceeds Benchmark	Active student engagement in the learning process is evident throughout the school. Student engagement is evident during every walkthrough. The classrooms are arranged in a manner conducive to active learning. Deliberate thought as to the location of classrooms and the arrangement of furniture and space is noticeable. Materials, labs, and spaces, are available for classes to use. Classes regularly use labs, outdoor space, etc. for students to do investigations and projects. The school has a technological devise for each student in grades six through eight and at least one full class set for every two classes in kindergarten through grade five. This allows for students to easily do research and create products.
Level 3 Fully Meets Benchmark	Active student engagement in the learning process is evident throughout the school. Student engagement is evident during every walkthrough. The classrooms are arranged in a manner conducive to active learning. Materials, labs, and spaces, are available for classes to use. Classes regularly use labs, outdoor space, etc. for students to do investigations and projects. The school has adequate technological devises for the students to do research and create products.
Level 2 Partially Meets Benchmark	Active student engagement in the learning process is evident throughout most of the school. Some classrooms are arranged in a manner conducive to active learning. Some materials, labs, and spaces, are available for classes to use.
Level 1 Does Not Meet Benchmark	Active student engagement in the learning process is not evident throughout the school. Few classrooms are arranged in a manner conducive to active learning. Materials, labs, spaces, are not always available for classes to use.
Possible Sources of Evidence	<ul style="list-style-type: none"> • Map of classrooms • Pictures of students using labs, spaces • Notes from walkthroughs

STREAM Benchmark 9.4: Field trips, speakers, and/or programs are used to enhance the instruction and make connections to real world application of the curriculum.

Level 4 Exceeds Benchmark	Field trips, speakers, and/or programs are used to enhance the instruction and make connections to real world application of the curriculum. Every student participates in multiple programs outside of the regular classroom to assist him/her in making connections to real world activities. The school has included these co-curricular programs in the budget.
Level 3 Fully Meets Benchmark	Field trips, speakers, and/or programs are used to enhance the instruction and make connections to real world application of the curriculum. Every student participates in programs outside of the regular classroom to assist him/her in making connections to real world activities.
Level 2 Partially Meets Benchmark	Field trips, speakers, and/or programs are sometimes used to enhance the instruction and make connections to real world application of the curriculum. Some students participate in programs outside of the regular classroom to assist him/her in making connections to real world activities.
Level 1 Does Not Meet Benchmark	Field trips, speakers, and/or programs are occasionally used to enhance the instruction and make connections to real world application of the curriculum.
Possible Sources of Evidence	<ul style="list-style-type: none"> • Calendar • Pictures of field trip, speakers, programs • Flyers or brochures • Budget line item

Guide for Initial Certification

Step One: The Superintendent recommends the school for Initial STREAM Certification.

Step Two: The school completes the Initial Inventory based on the STREAM characteristics.

The principal or designee completes the inventory. Indicate the level of compliance and write brief comments, as needed. Return the completed inventory to the FCC Accreditation Office. After the document is reviewed, the principal will be contacted regarding next steps toward FCC STREAM Certification and orientation for the process.

Step Three: Orientation – the FCC Associate Director for Accreditation meets with the school representatives and/or staff to explain the initial STREAM certification process.

Review STREAM documents, ARCA compliance, evidence requirements, and the STREAM observation tool. Discuss how this will work in the school, the process that will be used, and the timeline.

Step Four: Collect Evidence and Complete Observations

- A. Form a STREAM committee to oversee the collection of evidence and completion of classroom observations. The committee insures that the ARCA is completed, the observations are completed, and that all electronic evidence is uploaded on the website. This must be completed six weeks prior to the visitation.
- B. The ARCA review and collection of evidence. This work is completed online at <http://eas-ed.accreditrac.com>. On the ARCA, indicate the level of compliance for each benchmark. Use the comments section to briefly explain how the school is meeting (exceeding, partially meeting, or not meeting) the benchmark. Attach the evidence used to prove the level of compliance. Specific evidence must be included for the following benchmarks:
 - For Benchmarks 2.3, 7.7, and 8.5, PLC meeting agendas, notes, minutes and/or outcomes
 - For Benchmark 7.1, curriculum maps or pacing guides
 - For Benchmarks 7.2, 7.3, 7.4, and 7.11, a sampling of student work, a sampling of student projects, and/or a sampling of student portfolios
 - For Benchmark 7.11, a sampling of lesson plans from each teacher
 - For Benchmarks 8.1-8.5, student achievement data and the staff's analysis of the dataIf the evidence is not electronic, the staff collects it into one location.

The STREAM Benchmarks are not currently web-based. These should be completed in a Word document and uploaded as follows:

- STREAM Benchmarks 7.11 and 7.12 and evidence are uploaded on Standard 7, attachments.
 - STREAM Benchmark 9.4 and evidence are uploaded on Standard 9, attachments.
 - STREAM Benchmark 14.7a and evidence are uploaded on Standard 14, attachments.
- C. Classroom observations – every classroom (including specials) is observed, using the STREAM observation tool. The STREAM committee assigns observers for each classroom. Two completed STREAM observation tools are submitted for each classroom.

Initial Inventory

School Name: _____

Diocese: _____

Indicate the level of compliance and write brief comments, as needed. Return the completed inventory to the FCC Accreditation Office. Once the document is reviewed, the principal will be contacted regarding next steps toward FCC STREAM Certification.

STREAM Descriptor		Meet	Partially Meet	Do not meet
The mission and Catholic identity are fully integrated into every aspect of the school.				
	Mission and Catholic identity are visually evident in every classroom and throughout the campus			
	Prayer is an integral part of every class			
	Mission, Catholic identity, Catholic social teachings, and/or scripture are noted in lesson plans in all subjects on a regular basis			
	Mission, Catholic identity, Catholic social teachings, and/or scripture is integrated into the STREAM projects			
Comments:				
All classrooms are centers of fully engaged 21 st century learners.				
	Students demonstrate curiosity, have opportunity to be imaginative, and analyze information			
	Students make connections to real life experiences			
	Students have a chance to reflect, to revise work, to have choices in their learning and assessment			
Comments:				
The curriculum is arranged in such a way that the subjects are coordinated to support each other and promote a natural way of learning.				
	Vertical alignment of subjects/curriculum map in evidence and updated regularly			
	Vertical subject team meetings happen on a regular basis			
Comments:				

Interdisciplinary project-based, inquiry-based learning is evident throughout the school.				
	Students are involved in collaboration with others and work in cooperative groups			
	Students participate in interdisciplinary projects; lesson plans evidence interdisciplinary lessons/activities			
Comments:				
Students demonstrate an increased STREAM literacy. Students have an understanding of religious, scientific, artistic, technological, mathematical, and engineering concepts and processes for personal decision making and participation in civic and cultural affairs.				
	STREAM projects have connection to the Church, community, and/or local businesses			
	Assessment data demonstrates students knowledge in religion, science, and mathematics			
	Field trips, speakers, and/or programs are used to enhance the instruction and make connections to real world application of the curriculum.			
Comments:				
Professional development for all staff members is a priority. The individual professional development plans flow from the school's goals, focusing on innovative data-driven instruction.				
	Evidence of individual professional development plans			
	Evidence of school goals and professional development plan			
Comments:				
The professional learning communities within the school and with other professional educators highlight the STREAM topics, improvement of instruction and learning, use of data to make instructional decisions, innovative integration of technology, and methods to continue to improve the Catholic culture of the school.				
	Evidence of PLC meetings			
	Evidence of use of data to inform instruction			

Comments:				
Authentic use of technology by both the teachers and the students is an integral part of the teaching and learning.				
	Students and teachers use technology and digital tools to communicate or work collaboratively			
	Students and teachers use technology and digital tools to complete/submit assignments			
	Students and teachers use technology and digital tools to gather, evaluate, critique, and/or use information			
	Students and teachers use technology and digital tools to research			
	Students and teachers use technology and digital tools to solve problems			
	Students and teachers use technology and digital tools to create or publish work			
Comments:				
The school has a designated curriculum and/or STREAM coordinator. Add something about cohesive and space				
	The designated curriculum and/or STREAM coordinator oversees the curriculum and instruction to ensure a cohesive plan for the school			
	Materials, labs, and spaces are available for classes to use. Classes regularly use labs, outdoor space, etc. for students to do investigations and projects.			
Comments:				

Principal Signature: _____

Date: _____

Observation Tool (SurveyMonkey)

Classroom:		Date:			
Indicator	Students...	1 - Not observed	2 - Partially evident	3 - Evident	4 - Very evident
2.2.1	Experience religion or Catholic identity in all classes/subjects				
2.2.2	Are actively engaged in learning within the religion class				
2.4.1	Are involved in a rigorous curriculum				
2.4.2	Are active participants in their learning and assessment				
7.3.1	Have opportunities for reflection				
7.3.2	Have opportunities for evaluation				
7.3.3	Are asked about their individual progress/learning/understanding				
7.3.4	Demonstrate or verbalize their understanding				
7.3.5	Have the opportunity to revise or improve their work				
7.4.1	Use technology and digital tools to communicate or work collaboratively				
7.4.2	Use technology and digital tools to complete/submit assignments				
7.4.3	Use technology and digital tools to gather, evaluate, critique, and/or use information				
7.4.4	Use technology and digital tools to research				
7.4.5	Use technology and digital tools to solve problems				
7.4.6	Use technology and digital tools to create or publish work				
7.5.1	Have opportunities to analyze information				
7.5.2	Demonstrate curiosity toward learning				
7.5.3	Have the opportunity to be imaginative				
7.5.4	Are accepting of other students, assignments, teacher's directions				

Indicator	Students...	1 - Not observed	2 - Partially evident	3 - Evident	4 - Very evident
7.5.5	Are persistent (Stick with the task at hand; follow through to completion)				
7.5.6	Manage impulsivity (Think before speaking or acting)				
7.5.7	Listen with understanding or empathy (pay attention to and do not dismiss another person's thoughts)				
7.5.8	Are able to change perspective or consider another's input				
7.5.9	Are aware of their own thoughts, feelings, intentions, and actions				
7.5.10	Strive for accuracy				
7.5.11	Question or pose problems				
7.5.12	Apply knowledge to new situations				
7.5.13	Communicate with clarity and precision				
7.5.14	Gather data through various senses				
7.5.15	Create, imagine, innovate (think about how something might be done differently)				
7.5.16	Take responsible risks (willing to try something new)				
7.6.1	Are provided additional/alternative instruction at appropriate level of challenge				
7.6.2	Have a choice in their learning				
7.6.3	Evaluate information for truth, accuracy, and/or relevance				
7.6.4	Make connections to real life experiences				
7.6.5	Participate in projects				
7.6.6	Participate in interdisciplinary instruction and/or activities				
7.6.7	Are actively engaged in the learning activities				
7.6.8	Have the opportunity to collaborate with others or work in cooperative groups				
Observer:		Date:			

Visitation Guide for Initial Certification

Process

1. The school submits the ARCA, evidence, and observations at least six weeks prior to the scheduled visitation.
2. The FCC Associate Director for Accreditation reviews, completes the initial scoring, and in consultation with the diocese, determines if the visitation should proceed.
3. The visitation team follows the visitation protocol on the scheduled dates, submitting their work online.
4. The FCC Accreditation Committee reviews the materials and makes the final determination of STREAM Certification.

The school

1. Prepares a space for the visitation team to use.
2. Gather any evidence that was not uploaded.

Visitation Team Protocol

1. Observe in every classroom, including specials, for 15 to 30 minutes, completing the STREAM observation tool. The team members are given assignments to insure that each classroom is observed twice.
2. Review the on-site evidence.
3. Validate ARCA scores, writing comments as necessary. Comments are required for any benchmark with a discrepancy between the school and team scores.
4. Complete the Exit Report Power Point and present it to the administration, STREAM Committee, and or full staff.
5. Complete the Closing Report. Email the report to the FCC Accreditation Office.

Suggested Schedule

Day 1	11 am	Arrive at the school; tour, meeting, and lunch
	Afternoon	Observe in classrooms
	3 pm – 5 pm	Review on-site evidence and validate the ARCA
Day 2	7:30 am	Arrive at the school 10-15 minutes prior to the start of classes
		Observe in classrooms
	Noon	Lunch and team discussions
	Afternoon	Observe in classrooms; finish validating the ARCA
	3 pm	Exit Report; Depart by 4 pm

Visitation Team Composition

If the STREAM Certification takes place during a regular FCC Accreditation Visitation, at least one team member will be added to the standard team. If the school hosts a STREAM Certification visitation outside of its regular accreditation, the team will have at least a chairperson and two team members. More team members will be added for schools with more classrooms.

Stipends and Travel Reimbursement

The school reimburses the visitation team members for any travel and lodging expenses incurred. The automobile mileage reimbursement rate used is the rate of the school's diocese. The school gives each team member an honorarium of \$175 and the chairperson \$350. Each team member completes a voucher form during the visitation and the school gives them a check before they leave.

Florida Catholic Conference Voucher Form for Visitation Chairperson and Team Members

NAME _____

DATE _____

SCHOOL VISITED _____

TRAVEL:

CAR _____ (Submit receipts) PLANE

OTHER _____

MEALS _____ (Submit receipts)

HONORARIUM (In addition to reimbursement for travel, lodging, and meals, the school provides an honorarium to each team member as follows.)

Chairperson: \$350.00

Team Member: \$175.00

(Signature of Team Member)