

RFP FORM

BID SHEET RFP CMA 2010
CMA Instructional Services
Atterbury Job Corps Center

OFFER OF Roane Medical Institute / Roane Management Group
 Doing business under the laws of the State of: Florida as: Roane Medical Inst.

TO: Adams and Associates, Inc. (Adams) d.b.a. Atterbury Job Corps Center.

In compliance with the Bid Provision, Scope of Work, Terms and Conditions, and other specifications contained in this bid package, the undersigned hereby proposes to provide CMA Instructional Services for Adams at the Atterbury Job Corps Center in Edinburg, Indiana and the IndyPence Job Corps Center in Indianapolis, Indiana.

BID PRICE (Weekly Cost)

The prices contained herein represent currently established prices and are no higher than would be quoted to any other customer, either commercial and/or agencies of the United States Government, for similar services.

	Base Term	Option First Year	Option Second Year	Option Third Year
	10/1/2010 - 05/31/2012	06/1/2012 - 05/31/2013	06/1/2013 - 05/31/2014	06/1/2014 - 05/31/2015
Per Week Cost* for Program	\$ 1000	\$ 1050	\$ 1100	\$ 1150

*The weekly cost will include all hours necessary for training , maintaining of required records and additional duties to complete students in CMA class. Materials and equipment as outlined by Department of Labor Clinical Medical Assistant Program will be provided.

The above listed unit pricing includes necessary labor, materials, equipment, transportation, and supervision required to accomplish the Scope of Work. And additional charges for services or product that are not included in the above items shall be listed below:

Respectfully submitted:

Signature: Keyonda Smith Business Address: 3133 5th Ave
Printed Name: Keyonda Smith Richmond VA
Title: Director 23222
Date: 9/18/10
Phone #: 804-922-1241
Fax #: _____
Email: ksmith@roanemmedicalinstitute.com

VENDOR QUESTIONNAIRE

FROM: Atterbury Job Corps Center
Adams and Associates, Inc.
Purchasing Department
P O Box 187
Edinburgh, 46124

Date: 9/18/10

812-314-6021 (voice) 812-314-6290 (fax)

ATTN: To whom it may concern:

Completion of this form and W-9 is required in order for your business to receive full payment for goods and services. If you are a small business, please read the attached small business certification and check the appropriate designation(s) below.

Type of Service Provided: CMA Instruction
Company Name: Roane Medical Institute / Roane Management
Street Address: 3133 5th Ave
City: Richmond State & Zip: VA 23222

Remittance Address (if different): _____

City: _____ State & Zip: _____

Telephone #: 804-922-1241 Fax #: _____

Email address for quote request and PO's: ksmith@roanemedicalinstitute.com

Check all Categories that Apply:

- 1. Small Business
- 2. Small Disadvantaged Business/8(a) (8(a) must be SBA Certified)*
- 3. Women Owned Small Business
- 4. HUBZone Small Business (Must be SBA Certified)*
- 5. Veteran Owned Small Business
- 6. Service-Disabled Veteran Owned Small Business
- 7. Historically Black College/University or Minority Institution
- 8. Large Business
- 9. Government
- 10. Non-Profit

NOTE:
This certification is valid unless you


*Primary NAICS Code (for SBA Certified business): _____

Kayurde Smith Director 9/18/10
Signature and Title of Individual Completing Form Date

City: Richmond State & Zip: VA 23222

Telephone #: 804-922-1241 Fax #: _____

Atterbury/IndyPendance Job Corps Center

Adams  Associates, Inc.
1025 A Hospital Road
P. O. Box 187
Edinburgh, IN 46124

Reference:

Atterbury Job Corps Center
1025 A Hospital Road
P O Box 187
Edinburgh, IN 46124

IndyPendance Job Corps Center
222 East Ohio Street
Indianapolis IN

Please note in your files that only four (4) people at Atterbury Job Corps Center and/or IndyPendance Job Corps Center have the authority to commit funds on behalf of AJCC or IJCC. They are: Patty Gushwa, Purchasing Agent, Karla Chester, Purchasing Assistant, Paula Coffey, F&A Director and Charles Singleteary, Center Director. All purchases require a Purchase Order for approval.

If you send someone on center or deliver goods to center at the request of anyone else Atterbury Job Corps Center will not be responsible for payment.

All invoices are to be billed as noted below:

Atterbury Job Corps Center
Attn: Finance
P O Box 187
Edinburgh, IN 46124

Payment will not be made if bill to address is different than noted above.

Should you have questions or need additional information please call me at 812-314-6021.

Please sign and return via fax (812) 314-6290 that you have received and acknowledge.

Thank you,
Patty Gushwa
Purchasing Agent
Atterbury Job Corps Center

Roane Medical Institute

Company Name (Please Print)

Keyonda Smith

Authorized Signature

Keyonda Smith

Printed Name

9/18/10

Date

Attachment B

Indemnification. Subcontractor agrees to defend, indemnify and hold harmless Center, its affiliates and assigns, including Adams and Associates, Inc., the U.S. Department of Labor (collectively referred to as "Beneficiaries"), and Center and Beneficiaries' directors, officers, employees, students, agents and representatives, from any and all claims, judgments, actions, orders, awards, liability, damages, costs and/or expenses, including but not limited to reasonable attorneys fees and costs, relating to or arising out of the services rendered by Subcontractor under this Agreement or Subcontractor's acts or omissions. This indemnification provision extends to any claims by third parties or by employees of Subcontractor, and even if such third parties or employees of Subcontractors prevailed on any such claims.

**Atterbury Job Corps Center
Signature**

Adams and Associates, Inc.

Approved Vendor

Roane Medical Institute/
Roane Management Group

Approved Signature

Keyond Smith

Approved Signature

Date

9/18/10

NON-AVAILABILITY OF FUNDS CLAUSE

Non-Availability of Federal funds: Customer represents that the services covered by this Service Agreement is required to fulfill the requirements of a Contract between the Customer and the U. S. Government (Department of Labor). In the event that during the term of this Service Agreement, the Government should terminate the Contract with the Customer, or for any other reason Government funds should no longer be available to support this Service Agreement:

1. Customer shall in writing notify the Contractor of such occurrence and provide Contractor with evidence of such occurrence, and
2. The Service Agreement shall terminate on the same date as specified in the notice to the Contractor of Contract termination or other non-availability of funds for this Service Agreement, and
3. Customer's obligation under this Service Agreement shall be discharged without additional cost or liability.

All payments under this Service Agreement are contingent upon USDOL Contracting Officer approval and any delay in receipt of approval, or due to any other acts of Government, shall constitute an excusable delay.

This cancellation provision shall have precedence over any term of the Service Agreement providing for accelerated payment based upon the Customer's acts or omissions. In no event shall Customer's liability ever exceed the period for which the customer is authorized by the Government to operate the Shriver Job Corps Center.

**Atterbury Job Corps Center
Signature**

Adams and Associates, Inc.

Approved Signature

Date

Approved Vendor

Roane Medical Institute
Roane Management Group

Keynote Smith

Approved Signature

9/18/10

Date

ATTERBURY JOB CORPS CENTER
INDYPENDENCE JOB CORPS CENTER

Waiver of Claims for Worker's Compensation Benefits

Contractor, Roane Medical Institute, understands and acknowledges that Contractor is not an employee of Center and therefore Contractor shall have no right to and hereby waives any right to claim worker's compensation insurance benefits that Center may provide to its employees, officers, or other contractors. This waiver shall be made a part of the Subcontracting Agreement between Contractor and Center dated 9/18/10.

CONTRACTOR

Signature: Keyonda Smith

Date: 9/18/10

Print Name: Keyonda Smith

Title: Director

Keyonda M. Smith MA, CPT, CEMT

Keyonda_smith@hotmail.com

804-922-1241 (mobile)

MEDICAL SKILLS/SPECIALTIES

- cGLP
- Dried Blood Spotter
- GC/LC Mass Spectrometers
- Medical Terminology
- Medical Coding
- Medical Office Procedures

- Anatomy and Physiology
- EKG/ECG
- Phlebotomy/Venipuncture
- Nonprofit development and organization
- Research and development

INSTRUCTION EXPERIENCE

June 2008 – Current, Roane Medical Institute

Curriculum Content Specialist / Lead Instructor: Develop content and curriculum for Phlebotomy, Nurse Aide, Medication Administration and EKG Monitor Tech Programs. Assist ATB (ability to benefit) students with chapter exams and reviews. Participate in classroom discussions and lectures with students. Developed and implemented marketing plan for recruitment and retention. Instruct students on Universal Precautions, patient care, OSHA, and all clinical procedures.

February 2009 – June 2009, Professional Career Institute

Instructor: Educated Students on state requirements to pass VA State Board of Nursing licensure examination, these skills involved clinical and skills applications. Escorted students to 40 hour required clinical site (nursing facility), supervised and assigned duties. Curriculum included:

- Geriatric Care
- Patient Dignity
- Assisting with daily life skills
- Patient transport
- Illness identification
- First Aid/CPR

November 2007 – June 2008, Centura College

Instructor: Medical Assistant Program (Part-time) - Instruct students on all clinical and front office medical duties. Develop lesson plans and exams. Follow syllabi to control the content and time allotment for each class. Students are non traditional, working adults. Organize each class to be interactive and conducive to student participation.

Coursework includes:

- Advanced Anatomy & Physiology
- Medical Billing and Coding
- Role of a Medical Assistant
- Medical Office Procedures
- Medical Records Management
- All Surgical and Diagnostic Procedures

July 2009 – September 2009, AJDUNCT INSTRUCTOR – Heritage College

Instructor: Medical Assistant Program

May 2010 – June 2010, ADJUNCT INSTRUCTOR – UEI College

Instructor: Medical Assistant Program

MEDICAL ASSISTANT EXPERIENCE

December 2003 - June 2004, Aetna Health Care

Provider Services: Benefits and Eligibility. Assist physicians and physician's staff with healthcare benefits for the enrolled participant. Explained the process and procedures for obtaining the best

coverage for a patient. Supporting the physician with in-network and out-of-network benefits. Referring patients to participating physicians for health care. Thoroughly clarifying patient's benefits, co-payments, or any out-of-pocket expenses.

May 2000 – April 2002, Center for Environmental and Preventive Medicine

Medical Assistant/Office Coordinator: Obtained height, weight, temperature, and blood pressure of each patient. Recorded medical histories and performed simple laboratory tests. Administered injections, answered patients questions regarding treatment at home. Performed EKG's when necessary. Overlooked purchasing of medical equipment and office supplies, doctors schedule, files and employee schedules. Responded to correspondences, transcribed doctors notes, arranged for outside laboratory work and organized patient's admission into assigned hospitals.

October 1999 – May 2000, Headway Staffing (MCV Neurology Clinic)

Medical Transcriptionist/Medical Assistant: Translated highly technical medical documents from doctors dictation. Composed directly from voice recording. Documents included patient histories and physicals, various reports, and death summaries. Accompanied Program Director to main clinic to help discuss clinical options for neurological patients. Assisted Director with issuing dietary supplements to patients.

GRANTS/CONTRACTS

August 2010 – October 2010 City of Jacksonville (9-week contract)

Community Educator: Educated community leaders on Meetings, Safety, Communication, forming non-profits and Government in Action.

March 2010 – July 2010 APEL Health (State of Florida Grant 2009 - 2010)

Health Educator: Educated Duval County's under represented and under insured minorities regarding Prostate and Colorectal cancer. Performed prostate screenings via venipuncture. Trained and supervised new phlebotomist on techniques and procedures. Attended health fair events and recruited attendees to become screened by phlebotomy, based on the grants requirements. Performed presentations to local congregations and organizations regarding the risk factors and screening process.

CERTIFICATIONS

Master Teacher Certification, Certified Phlebotomy Technician, Certified EKG Monitor Tech

EDUCATION

2009 TUI University – Bachelors of Science, Health Education (Graduate 2011)

1999 Beta Tech/Centura College – Medical Assistant Diploma

1998 Henrico High School – Academic Diploma

Beta Tech

Be it known that

Keyanda Smith

Having successfully completed the curriculum prescribed by the Faculty and the Administration for Beta Tech and having complied with all the requirements of the Institute has been awarded an

Diploma in Medical Assisting

And is entitled to all the rights and privileges appertaining thereto.

In Testimony Whereof, Beta Tech, on recommendation of the Faculty, has granted this Diploma bearing the seal of the Institute, on this, the Nineteenth day of August, Nineteen hundred ninety-nine.

Free Thompson
Director



Dale M. Seay
Program Coordinator

Centura COLLEGE

Formerly Beta Tech
7914 Midlothian Turnpike
Richmond, VA 23235
804-330-0111

****UNOFFICIAL ACADEMIC TRANSCRIPT****

STUDENT NAME:KEYONDA MARIE SMITH
STUDENT ID: 705069
STUDENT DOB: 04/29/1980
PROGRAM: MEDICAL ASSISTING - DIPLOMA
GRADUATION DATE: AUGUST 19, 1999

COURSE NUMBER	COURSE TITLE	GRADE	CREDIT HRS
RELEASED TO STUDENT			
CS-110	ELECTRONIC KEYBOARDING	A	1
MA-110	INTRODUCTION TO BODY SYSTEMS	A	1
CS-120	OFFICE COMMUNICATIONS	A	1
MA-120	ANATOMY & PHYSIOLOGY	A	1
CS-130	COMPUTER CONCEPTS	B	1
MA-130	MEDICAL TERMINOLOGY	B	1
CS-140	BUSINESS COMMUNICATIONS I	A	1
MA-210	MEDICAL ETHICS	B	1
CS-210	ELECTRONIC KEYBOARDING II	A	1
MA-410	ADVANCED ANATOMY & PHYSIOLOGY	A	1
CS-220	BUSINESS MATHEMATICS I	C	1
MA-420	ADVANCED MEDICAL TERMINOLOGY	B	1
CS-230	OPERATING SYSTEMS	A	1
MA-510	MEDICAL ASSISTANT ROLE	A	1
CS-310	ELECTRONIC KEYBOARDING III	B	1
MA-530	MEDICAL OFFICE PROCEDURES	A	1
CS-320	WORD PROCESSING I	B	1
MA-540	CPR/FIRST AID	A	1
CS-420	WORD PROCESSING II	A	1
MA-610	EXAMINING ROOM PROCEDURES I	B	1

<<<NO FURTHER ENTRIES ON THIS PAGE>>>

Health Care Associates of America

NATIONAL CERTIFICATION EXAMINATION VERIFICATION

By authority of the Board of Directors, upon recommendation by the Board of Examiners, in recognition of the fulfillment of its requirements, hereby confers upon

KEYONDA SMITH, CPT

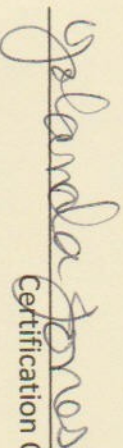
The Title of

Certified EKG Monitor Technician

In witness whereof, the signature of the duly authorized officers are hereunto affixed. Given in the United States of America in the year of 2009, the month of August and 7th day.

Certification # 20090807-5069

Expires: 09/02/2011



Certification Officer

Health Care Associates of America

NATIONAL CERTIFICATION EXAMINATION VERIFICATION

By authority of the Board of Directors, upon recommendation by the Board of Examiners, in recognition of the fulfillment of its requirements, hereby confers upon

KEYONDA SMITH, CPT

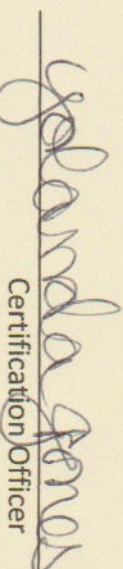
The Title of

National Certified Phlebotomy Technician

In witness whereof, the signature of the duly authorized officers are hereunto affixed. Given in the United States of America in the year of 2009, the month of September and 2nd day.

Certification # 20090902-5069

Expires: 09/02/2011


Certification Officer

MASTER TEACHER
DEVELOPMENT PROCESS

CERTIFICATE OF COMPLETION

IS HEREBY GRANTED TO

Keyonda Smith MA ND

TO CERTIFY SATISFACTORY COMPLETION OF

Elsevier: Master Teacher Development Process Online

: Module 1: Defining Good Teaching

GRANTED June 29, 2010





**CERTIFICATE OF COMPLETION
IS HEREBY GRANTED TO**

Keyonda Smith MA ND

TO CERTIFY SATISFACTORY COMPLETION OF

**Elsevier: Master Teacher Development Process Online
: Module 2: Planning a Class**

GRANTED June 29, 2010



MASTER TEACHER
DEVELOPMENT PROCESS

CERTIFICATE OF COMPLETION

IS HEREBY GRANTED TO

Keyonda Smith MA ND

TO CERTIFY SATISFACTORY COMPLETION OF

Elsevier: Master Teacher Development Process Online

: Module 4: Questioning Techniques

GRANTED June 29, 2010



ROANE MEDICAL INSTITUTE
STATEMENT OF EXPERIENCE AND EXPECTATIONS

CLASSROOM MANAGEMENT PLAN

Principle #1: Assess, clarify, and communicate needs and expectations.

Student and instructor needs, rights, and expectations should be openly discussed on the first day of class and reviewed periodically as a preventive measure.

- **Student needs/rights/expectations:** Students' basic needs include survival, belonging, power, fun, and freedom. They have a right to learn without being disrupted by others. They expect the instructor to facilitate that learning by setting limits on disruptive student behavior.
- **Instructor needs/rights/expectations:** An instructor needs the full attention of each student. He has the right to establish optimal learning environments. He may expect behavior which contributes to optimal student growth.
- **Further expectations of the student:** The student is expected to come prepared to class with appropriate class materials and a willingness to learn. The students are expected to behave respectfully to the instructor and to other students. Furthermore, the student is expected to accept the consequences of misbehavior.
- **Further expectations of the instructor:** The instructor is expected to consider interesting curricula which meet the students' needs (listed above), to provide stimulating and useful lessons, and to always ask the students to be the best that they can be. Furthermore, the instructor is expected to use teaching practices which are likely to motivate students to engage in worthwhile learning activities.

Principle #2: Create a warm and nurturing classroom climate.

The classroom should be a place where a student feels welcome and at home. Students need to feel safe and accepted, so ridicule and sarcasm are not allowed. Mutual respect and the Golden Rule are the key for maintaining this climate.

- **Physical environment:** The classroom should be clean and pleasantly decorated with student creations, yet free from distracting stimuli. The desks should be arranged to allow students to work cooperatively as well as allowing the instructor to circulate freely and efficiently.
- **Treatment of students:** Each student deserves to be treated with dignity and respect. Students should be personally greeted at the door. They should be given as much personal attention as possible during and outside of class.
- **Esprit de Corps:** Although there are many causes of Esprit de Corps, a instructor's enthusiasm, level of concern for the students, and class involvement all can affect the level of class togetherness. This force can benefit cooperative learning exercises, and make the curricula seem much more enjoyable.

Principle #3: Democratically develop a set of rules and consequences.

Instructors and students must create discipline plans including rules with clear and effective consequences. The rules should be agreed upon and understood by everyone in the class. It should be understood that when rules are broken, consequences will be applied fairly and consistently.

- **Jointly develop class rules based on expectations and needs:** The instructor solicits help to develop a set of classroom rules and responsibilities. The ideal list would be short and reflect the concepts of mutual respect and personal responsibility.
- **Discuss Logical Consequences:** Logical consequences are results which consistently follow certain behavior. They are explained in advance and agreed to by the students. It is hoped that by understanding the consequences of disruptive behavior, that students will make better choices. Consequences should be related to the misbehavior so the students can see the connection.

- **Display the rules and consequences prominently:** Once the class has developed its list of rules, they should be displayed as a reminder to those who may wish to break them. This gives the instructor something to point at when requesting certain behavior to stop.

Principle #4: Develop a daily routine, yet remain flexible.

Students will often misbehave if they don't know exactly what they should do and when. Instructors can avoid this dilemma by installing class routines and procedures, which allow the student to begin and complete work expeditiously.

- **Every minute counts:** As part of an effective routine, it is best for students to begin work immediately after the bell rings. Fun problems or interesting reflection topics can be put on the overhead projector to meaningfully occupy the student until attendance is taken. The activity could lead directly into the day's lesson.
- **Lesson Plans:** Part of the class time should be spent covering the daily lesson. During this time it is understood that only one person speaks at a time. Students who have questions are encouraged to raise their hands to ask them. Once the lesson has been presented, and all questions have been answered, the students are allowed to work cooperatively on their assignment.
- **Providing Assistance:** Once the lesson has been presented, the instructor is free to answer individual student questions. During this time, the instructor must be aware of what is happening in all areas of the classroom. Therefore, it is important to give "efficient help" to the students. This type of help may also reduce the number of cases of the "dependency syndrome" - students asking questions without actually needing help.
- **Managing assignment collection:** Each class has its own basket for daily assignments. At the end of the hour, on the way out of class, students drop off their completed assignments for grading.
- **Restructure or Reschedule:** It is understood that lesson plans can be affected by conditions beyond the control of the instructor. (It's sunny, can't we go outside?) There may be cases where class activities must be restructured or rescheduled to accommodate the changed conditions. It is possible, with some ingenuity, to make the situation a learning experience, beneficial to all.

Principle #5: Make learning more attractive and fun for the student.

Schools exist for the students, and not for the instructors. It is important for the instructor to expend every effort necessary to make the curriculum relevant, the lessons interesting, and the activities enjoyable. The result will be an engaged and active participant in the learning process.

- **Genuine Incentives:** Students respond well to the anticipation of preferred group activities, referred to as genuine incentives by Jones. It is possible to get an entire class on task if the incentive is available to all students, and attractive to the entire group so as to merit extra effort. The incentive should be both stimulating to the students, and educationally valuable.
- **Active student involvement:** The instructor can make learning more attractive by giving a coherent and smoothly paced lesson presentation. Getting the lesson going, keeping it going with smooth transitions, avoiding abrupt changes that interfere with student activity, and postponing satiation are important in maintaining positive student behavior associated with being on task.
- **Seat work Variety:** Instructors should vary the way they present their lessons from day to day. They may demonstrate, lead a group activity or discussion, or have students work quietly on their own. Routines can become ruts if there is not some variety to "spice things up".
- **Focus on student needs:** Lesson topics should be relevant to the students if at all possible. Teaching strategies should be congruent with student learning styles. The instructor should help the students develop learning goals which are real, attainable, and a source of pride. Activities should be fun for the students.

Supportive and Corrective Discipline

Principle #6: Deal with misbehavior, quickly, consistently, and respectfully.

Misbehavior is a disruption to my effectiveness as an educator. The time spent dealing with misbehaving would be better spent teaching the others. Therefore, misbehavior will be dealt with quickly and consistently with class defined consequences.

- **Non-verbal communication:** Body language, facial expressions, gestures, eye contact, and physical proximity all can be effective in promoting self-control by the student. It is important that an instructor is aware enough to be able to recognize when misbehavior may occur, and to have non-verbal methods to prevent escalation.
- **Reminders/Requests:** It is possible that a verbal reminder of the classroom rules and consequences will be all that is necessary to stop student misbehavior.
- **Redirecting Behavior:** Upon an act of misbehavior, an instructor may describe the action to the student and suggest an acceptable alternative action. The student usually only has to be reminded of what he is supposed to be doing. For example, "Instead of reading that newspaper, I would like you to work on your homework for the next five minutes. You can read the paper later."
- **Dealing with attention-seeking students:** If an instructor ignores an attention seeking student, the misbehavior usually escalates to a level which eventually cannot be ignored. Therefore, it is best if the instructor can redirect the student's behavior, and attempt to give the student attention when he is not demanding it. This method encourages students to seek motivation from within, instead of depending on attention from without.
- **Avoid Power Struggles:** It is important that the authority figure in the classroom (the instructor) not engage in power struggles with students. It is best to redirect a power-seeking student's behavior by offering some position of responsibility or decision making.
- **Address the behavior, not the character of the student:** The instructor has the power to build or destroy student self concept and personal relationships. Good communication addresses the situation directly, letting the student decide whether their behavior is consistent with what they expect of themselves.
- **Invoking Consequences:** To be effective, consequences must be applied consistently. They should never be harmful physically or psychologically to the student. When they are invoked, the student should understand that he has chosen them by misbehaving.
- **Prevent Escalation:** Sometimes students are unwilling to listen to the instructor. At this point, an instructor can help prevent misbehavior from escalating by talking (and listening) with the student privately, and rationally discuss the problem behavior. The privacy enhances the possibility for a constructive discussion. Confrontation with an unwilling student could make the instructor appear weak in front of the class.

Principle #7: When all else fails, respectfully remove the student from the class.

Continued disruptions will not be tolerated in my classroom. They are detrimental to the overall objective that all students will become active and effective learners. Therefore, such students will be respectfully removed from class, and dealt with unconventionally.

- **Insubordination Rule:** This rule states: "If a student does not accept the consequence for breaking a class rule, then he or she will not be allowed to remain in the class until the consequence is accepted." This rule should be made clear to the students from the first day, and should be strictly enforced with the administration's approval, of course.
- **Conference:** An instructor may request a one-on-one conference with the student to discuss a specific behavior problem. The goal of this conference is to gain insight so that helpful guidance may be provided. For more serious behavioral matters, the instructor may also request a conference with the student's parent or guardian with the same purpose.
- **Behavioral Plan:** This plan is for students who do not respond to conventional discipline. The plan can be written in contract form, and should include expected behaviors for the student, positive recognition for compliance, and consequences for failing. The plan should address one or two significant problems

at a time, and should use consequences which differ from the previously failed ones used by the rest of the class.

POSITIVE FEEDBACK PLAN OF ACTION

Some students seem naturally enthusiastic about learning, but many need-or expect-their instructors to inspire, challenge, and stimulate them: "Effective learning in the classroom depends on the instructor's ability to maintain the interest that brought students to the course in the first place" (Ericksen, 1978, p. 3). Whatever level of motivation the students bring to the classroom will be transformed, for better or worse, by what happens in that classroom.

Unfortunately, there is no single magical formula for motivating students. Many factors affect a given student's motivation to work and to learn: interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence and self-esteem, as well as patience and persistence. And, of course, not all students are motivated by the same values, needs, desires, or wants. Some students will be motivated by the approval of others, some by overcoming challenges.

Researchers have begun to identify those aspects of the teaching situation that enhance students' self-motivation. To encourage students to become self-motivated independent learners, instructors will do the following:

- Give frequent, early, positive feedback that supports students' beliefs that they can do well.
- Ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult.
- Help students find personal meaning and value in the material.
- Create an atmosphere that is open and positive.
- Help students feel that they are valued members of a learning community.

Research has also shown that good everyday teaching practices can do more to counter student apathy than special efforts to attack motivation directly. Most students respond positively to a well-organized course taught by an enthusiastic instructor who has a genuine interest in students and what they learn. Thus activities will promote learning will also enhance students' motivation.

General Strategies

RMI Instructors will:

Capitalize on students' existing needs. Students learn best when incentives for learning in a classroom satisfy their own motives for enrolling in the course. Some of the needs students may bring to the classroom are the need to learn something in order to complete a particular task or activity, the need to seek new experiences, the need to perfect skills, the need to overcome challenges, the need to become competent, the need to succeed and do well, the need to feel involved and to interact with other people. Satisfying such needs is rewarding in itself, and such rewards sustain learning more effectively than do grades. Design assignments, in-class activities, and discussion questions to address these kinds of needs.

Make students actively participate in learning. Students learn by doing, making, writing, designing, creating, solving. Passivity dampens students' motivation and curiosity. Pose questions. Encourage students to suggest approaches to a problem or to guess the results of an experiment. Use small group work.

Ask students to analyze what makes their classes more or less "motivating."

- Instructor's enthusiasm

- Relevance of the material
- Organization of the course
- Appropriate difficulty level of the material
- Active involvement of students
- Variety
- Rapport between teacher and students
- Use of appropriate, concrete, and understandable examples

Incorporating Instructional Behaviors That Motivate Students

RMI Instructors will:

Hold high but realistic expectations for students. Research has shown that an instructor's expectations have a powerful effect on a student's performance. Set realistic expectations for students when the instructor make assignments, give presentations, conduct discussions, and grade examinations. "Realistic" in this context means that standards are high enough to motivate students to do their best work but not so high that students will inevitably be frustrated in trying to meet those expectations. To develop the drive to achieve, students need to believe that achievement is possible -which means that the instructor need to provide early opportunities for success.

Help students set achievable goals for themselves. Failure to attain unrealistic goals can disappoint and frustrate students. Encourage students to focus on their continued improvement, not just on their grade on any one test or assignment. Help students evaluate their progress by encouraging them to critique their own work, analyze their strengths, and work on their weaknesses. For example, consider asking students to submit self-evaluation forms with one or two assignments.

Tell students what they need to do to succeed in the course. Don't let students struggle to figure out what is expected of them. Reassure students that they can do well in the course, and tell them exactly what they must do to succeed. Say something to the effect that "If the instructor can handle the examples on these problem sheets, the instructor can pass the exam. People who have trouble with these examples can ask me for extra help." Or instead of saying, "You're way behind," tell the student, "Here is one way the instructor could go about learning the material. How can I help you?"

Strengthen students' self-motivation. Avoid messages that reinforce power as an instructor or that emphasize extrinsic rewards. Instead of saying, "I require," "you must," or "you should," stress "I think you will find. . ." or "I will be interested in your reaction."

Avoid creating intense competition among students. Competition produces anxiety, which can interfere with learning. Reduce students' tendencies to compare themselves to one another. Bligh (1971) reports that students are more attentive, display better comprehension, produce more work, and are more favorable to the teaching method when they work cooperatively in groups rather than compete as individuals. Refrain from public criticisms of students' performance and from comments or activities that pit students against each other.

Be enthusiastic about the subject. An instructor's enthusiasm is a crucial factor in student motivation. If the instructor becomes bored or apathetic, students will too. Typically, an instructor's enthusiasm comes from confidence, excitement about the content, and genuine pleasure in teaching.

Structuring the Course to Motivate Students

RMI Instructors will:

Work from students' strengths and interests. Find out why students are enrolled in the course, how they feel about the subject matter, and what their expectations are. Then try to devise examples, case studies, or assignments that relate the course content to students' interests and experiences. For instance, a chemistry professor might devote some lecture time to examining the contributions of chemistry to resolving environmental problems. Explain how the content and objectives of the course will help students achieve their educational, professional, or personal goals.

When possible, let students have some say in choosing what will be studied. Give students options on term papers or other assignments (but not on tests). Let students decide between two locations for the field trip, or have them select which topics to explore in greater depth. If possible, include optional or alternative units in the course.

Increase the difficulty of the material as the semester progresses. Give students opportunities to succeed at the beginning of the semester. Once students feel they can succeed, the instructor can gradually increase the difficulty level. If assignments and exams include easier and harder questions, every student will have a chance to experience success as well as challenge.

Vary teaching methods. Variety reawakens students' involvement in the course and their motivation. Break the routine by incorporating a variety of teaching activities and methods in the course: role playing, debates, brainstorming, discussion, demonstrations, case studies, audiovisual presentations, guest speakers, or small group work.

De-emphasizing Grades

RMI Instructors will:

Emphasize mastery and learning rather than grades. Researchers recommend de-emphasizing grading by eliminating complex systems of credit points; they also advise against trying to use grades to control nonacademic behavior (for example, lowering grades for missed classes). Instead, assign ungraded written work, stress the personal satisfaction of doing assignments, and help students measure their progress.

Design tests that encourage the kind of learning the instructors want students to achieve. Many students will learn whatever is necessary to get the grades they desire. If the instructor base student's tests on memorizing details, students will focus on memorizing facts. If the instructor tests stress the synthesis and evaluation of information, students will be motivated to practice those skills when they study.

Avoid using grades as threats. The threat of low grades may prompt some students to work hard, but other students may resort to academic dishonesty, excuses for late work, and other counterproductive behavior.

Motivating Students by Responding to Their Work

RMI Instructors will:

Give students feedback as quickly as possible. Return tests and papers promptly, and reward success publicly and immediately. Give students some indication of how well they have done and how to improve. Rewards can be as simple as saying a student's response was good, with an indication of why it was good, or mentioning the names of contributors.

Reward success. Both positive and negative comments influence motivation, but research consistently indicates that students are more affected by positive feedback and success. Praise builds students' self-confidence, competence, and self-esteem. Recognize sincere efforts even if the product is less than stellar. If a student's performance is weak, let the student know that you believe he or she can improve and succeed over time.

Introduce students to the good work done by their peers. Share the ideas, knowledge, and accomplishments of individual students with the class as a whole:

- Pass out a list of research topics chosen by students so they will know whether others are writing papers of interest to them.
- Make available copies of the best papers and essay exams.
- Provide class time for students to read papers or assignments submitted by classmates.
- Have students write a brief critique of a classmate's paper.
- Schedule a brief talk by a student who has experience or who is doing a research paper on a topic relevant to the lecture.

Be specific when giving negative feedback. Negative feedback is very powerful and can lead to a negative class atmosphere. Whenever the instructor identifies a student's weakness, they will make it clear that the instructor's comments relate to a particular task or performance, not to the student as a person. Try to cushion negative comments with a compliment about aspects of the task in which the student succeeded.

Avoid demeaning comments. Many students in the class may be anxious about their performance and abilities. Instructors will be sensitive to how they phrase comments and avoid offhand remarks that might prick their feelings of inadequacy.

Avoid giving in to students' pleas for "the answer". When instructors simply give struggling students the solution, they are robbed of the chance to think for themselves. RMI instructors will use a more productive approach:

- Ask the students for one possible approach to the problem.
- Gently brush aside students' anxiety about not getting the answer by refocusing their attention on the problem at hand.
- Ask the students to build on what they do know about the problem.
- Resist answering the question "is this right?" Suggest to the students a way to check the answer for themselves.
- Praise the students for small, independent steps.

If these steps are followed, students will learn that it is all right not to have an instant answer. They will also learn to develop greater patience and to work at their own pace. And by working through the problem, students will experience a sense of achievement and confidence that will increase their motivation to learn.



YOUR ANSWERS. YOUR PEACE OF MIND.

My InTouch Account

Report

Purchase Date
September 16, 2010 8:42 AM

Report Number
00009921

Subject
KEYONDA SMITH

Purchases

- Statewide Criminal Search

RESULT SUMMARY

Records Not Found In:

- Statewide Criminal Search - FL

ADDITIONAL PRODUCTS

Order Additional Products for KEYONDA SMITH

CRIMINAL HISTORY PRODUCTS

Nationwide Criminal Search	\$15.95
Nationwide Sex Offender Search	\$9.95
Enhanced Patriot Act Search	\$3.95

PERSONAL HISTORY PRODUCTS

Address History	\$2.95
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IMPORTANT PRODUCT INFORMATION

Background reports provide a personal and criminal history that has been gathered from across the nation using publicly available data. Collected from government agencies, criminal courts, and other public sources, this information is made available to help you locate or confirm someone's background. IntelliCorp InTouch reaches out to these thousands of data sources and compiles the information into an easy-to-read report to give you answers and peace of mind.

Please be aware that some searches must be performed using only a name and can produce many results. Not all of these results will necessarily belong to the person you are searching, especially if the subject has a common name.

Be sure to review all information provided in the following report and understand that it is only as accurate as the original data source that provided it. IntelliCorp InTouch does not interpret the information; we simply gather and display it. Please read the prohibited uses in the section at the end of the report.

STATEWIDE CRIMINAL SEARCH - FL

CRIMINAL RECORDS

NO RESULTS WERE FOUND

SEX OFFENDER RECORDS

NO RESULTS WERE FOUND

INMATE RECORDS

NO RESULTS WERE FOUND

ARREST RECORDS

NO RESULTS WERE FOUND

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Healthcare Providers Service
Organization Purchasing Group
Certificate of Insurance
OCCURRENCE POLICY FORM



Producer 018098	Branch 970	Prefix HPG	Policy Number 421547372-8	Policy Period from: 12:01 AM Standard Time on: 01/07/10 to: 12:01 AM Standard Time on: 01/07/11
Name Insured and Address KEYONDA SMITH-CAMPBELL 5523 WESTLAND STATION RD JACKSONVILLE, FL 32244-7823			Program Administrator Nurses Service Organization 159 East County Line Road Hatboro, PA 19040-1218	
Medical Specialty Medical Assistant		Code 80719		Insurance Provided By American Casualty Company of Reading, Pennsylvania 333 S. Wabash Avenue Chicago, IL 60604
COVERAGE PARTS			LIMITS OF LIABILITY	

A. PROFESSIONAL LIABILITY

Professional Liability	\$1,000,000.00 each claim	\$3,000,000.00 aggregate
Good Samaritan Liability	Included above	
Personal Injury Liability	Included above	
Malplacement Liability	Included above	

B. COVERAGE EXTENSIONS

License Protection	\$25,000.00 per proceeding	\$25,000.00 aggregate
Defendant Expense Benefit		\$25,000.00 aggregate
Deposition Representation	\$10,000.00 per deposition	\$10,000.00 aggregate
Assault	\$25,000.00 per incident	\$25,000.00 aggregate
Medical Payments	\$25,000.00 per person	\$100,000.00 aggregate
First Aid		\$10,000.00 aggregate
Damage to Property of Others	\$10,000.00 per incident	\$10,000.00 aggregate

C. WORKPLACE LIABILITY

Coverage part C. does not apply if Coverage part D. is made part of the policy.

Workplace Liability	Included in A. Professional Liability Limit shown above	
Fire and Water Legal Liability	Included above subject to \$150,000 sub-limit	
Personal Liability		\$1,000,000.00 aggregate

D. GENERAL LIABILITY

Coverage part D. does not apply if Coverage part C. is made part of the policy.

General Liability	None	None
Fire & Water Legal Liability	None	None
Personal Liability		None

Total \$85.00	Premium reflects self-employed, part-time rate
Policy forms and endorsements attached at inception	QUESTIONS? CALL: 1-800-247-1500
G-121500-D G-121501-C G-121503-C G-145184-A G-147292-A GSL3886 GSL3908 G-123846-D09 GSL7412FL	
Master Policy: 188711433	

Chairman of the Board

Secretary

Keep this document in a safe place. This and your cancelled check act as proof of coverage.

Request for Taxpayer Identification Number and Certification

Give form to the
requester. Do not
send to the IRS.

Print or type See Specific Instructions on page 2.	Name (as shown on your income tax return) Keyonda Smith	
	Business name, if different from above Roane Medical Institute	
	Check appropriate box: <input checked="" type="checkbox"/> Individual/Sole proprietor <input type="checkbox"/> Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Limited liability company. Enter the tax classification (D=disregarded entity, C=corporation, P=partnership) ▶ <input type="checkbox"/> Exempt payee <input type="checkbox"/> Other (see instructions) ▶	
	Address (number, street, and apt. or suite no.) 3133 5th Avenue	Requester's name and address (optional) Atterbury Job Corps Center
	City, state, and ZIP code Richmond, VA 23222	List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on Line 1 to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Social security number 147 : 70 : 5069
or
Employer identification number :

Note. If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and
3. I am a U.S. citizen or other U.S. person (defined below).

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the Certification, but you must provide your correct TIN. See the instructions on page 4.

Sign Here	Signature of U.S. person ▶ <i>Keyonda Smith</i>	Date ▶ <i>9/18/10</i>
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General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Purpose of Form

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
2. Certify that you are not subject to backup withholding, or
3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income.

Note. If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident alien,
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States,
- An estate (other than a foreign estate), or
- A domestic trust (as defined in Regulations section 301.7701-7).

Special rules for partnerships. Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax on any foreign partners' share of income from such business. Further, in certain cases where a Form W-9 has not been received, a partnership is required to presume that a partner is a foreign person, and pay the withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid withholding on your share of partnership income.

The person who gives Form W-9 to the partnership for purposes of establishing its U.S. status and avoiding withholding on its allocable share of net income from the partnership conducting a trade or business in the United States is in the following cases:

- The U.S. owner of a disregarded entity and not the entity,