

SUWANNEE COUNTY SCHOOL BOARD
PUBLIC HEARING
January 27, 2015

AGENDA

Call to Order – 5:55 p.m.

Director of Human Resources – Dr. Bill Brothers:

1. Final review of additions and revisions to the Suwannee County School Board Policy Manual as follows: (Copies are available for review in the office of the Director of Human Resources.) (pgs. 9-10)

#3.05	Administrative Organization (<i>revised</i>)
#3.12	Public Information and Inspection of Records (<i>revised</i>)
#4.01	Student Progression Plan (<i>revised</i>)
#4.017	Early High School Graduation (<i>new</i>)
#4.02	The Curriculum (<i>revised</i>)
#4.021	Physical Education (<i>revised</i>)
#4.11	Allocation of Instructional Material (<i>revised</i>)
#4.15	District and State-Wide Assessment Program (<i>revised</i>)
#4.16	Security of Tests (<i>revised</i>)
#4.17	Challenged Materials (<i>revised</i>)
#5.021	Homeless Students (<i>revised</i>)
#5.03	Student Assignment (<i>revised</i>)
#5.107	Hazing (<i>new</i>)
#5.19	Student Records (<i>revised</i>)
#5.20	Directory Information (<i>revised</i>)
#6.80	Personnel Files (<i>revised</i>)
#6.81	Assessment of Employees (<i>revised</i>)
#6.811	Instructional Employee Performance Criteria (<i>revised</i>)
#7.142	Bid Protest Resolution (<i>revised</i>)

Adjourn

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SUWANNEE COUNTY SCHOOL BOARD
REGULAR MEETING
January 27, 2015

AGENDA

Call to Order - 6:00 p.m.

Student remarks and pledge to the flag Suwannee Intermediate School

Special Recognition by the Superintendent:

Suwannee High School

- Gainesville Sun All Area Golfer
Haejin Choe

- Gainesville Sun High School Football All Area-Team Players
Steven Anderson
Cari Blalock
Trysten Hill
Jai Kinsey
Aaron McAllister
Javell McQuay
Steven Potter
Casey Reaves
Trevor Ross
Denzel Washington
Jamari Wheeler

- Class 5A Coach of the Year (by the Florida Dairy Farmers Association)
Jamie Rodgers

Citizen Input (A *Citizen Input Form* must be completed and submitted to the secretary to the Superintendent/School Board prior to addressing the Board. We ask that speakers keep their comments to two minutes.)

The Superintendent recommends approval to adopt the Agenda.

The Superintendent recommends approval of the Consent Agenda.

CONSENT AGENDA

Anyone present may approach the Board concerning any item on this agenda. Board members may pull any item on the Consent Agenda for discussion and separate action.

1. The Superintendent recommends approval of the following Minutes:
(pgs. 11-23)

December 9, 2014 - Workshop Session
December 16, 2014 - Regular Meeting

2. The Superintendent recommends approval of the monthly financial statement for December 2014.
3. The Superintendent presents the following bills for the period December 1-31, 2014:

General Fund

#155764 - 156104	\$	1,740,860.97
Electronic Fund Transfers		<u>1,704,484.64</u>
	\$	3,445,345.61

Federal Fund

#46300 - 46389	\$	181,445.30
Electronic Fund Transfers		<u>218,869.95</u>
	\$	400,315.25

Food Service Fund

#29099 - 29276	\$	232,494.96
Electronic Fund Transfers		<u>70,607.93</u>
	\$	303,102.89

2.0 LCIF

#7003 - 7022	\$	268,923.35
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4. The Superintendent recommends approval of the following budget amendments for fiscal year 2014-2015:

<u>General</u>	<u>LCIF</u>	<u>Special Revenues</u>
I-6	III-5	IV-3 (Food Service)
		IV-6 (Federal)

5. The Superintendent recommends approval for disposal of property as per the attached Property Disposition Form dated January 27, 2015. **(pgs. 24-27)**
6. The Superintendent recommends approval of the following contract/agreement for the 2014-2015 school year: (RENEWAL) (Note: This contract has been reviewed and approved by Board Attorney Leonard Dietzen.)

#2015-87 Career Pathways Articulation Agreement between North Florida Community College and District School Board of Suwannee County, Allied Health Assisting for Secondary Program Areas: Patient Care Technician, Pharmacy Technician, and Practical Nursing; Digital Design for Secondary Program Areas: Medical Administrative Specialist, Administrative Office Specialist, and Digital Media/Multimedia Technology; Early Childhood Education for Secondary Program Area: Early Childhood Education; Surgical Technology for Secondary Program Areas: Patient Care Technician, Pharmacy Technician, and Practical Nursing *(Revised/Renewal)* **(pgs. 28-38)**

7. The Superintendent recommends approval of the following student teacher interns for the spring semester 2015:

<u>Name</u>	<u>University</u>	<u>Site</u>	<u>Cooperating Teacher</u>
Nicole Collins	St. Leo	SIS	Krystal Cundiff
Susan McMillan	St. Leo	SPS	Rhoda Crews
Madison Shaw	St. Leo	BHS	Vanessa Leffler
Tiffany Smith	St. Leo	BES	Stephanie Knighton

8. The Superintendent recommends approval of the following student transfers for the 2014-2015 school year. Parents will provide transportation.

District Reassignment:

FIRST NAME	LAST NAME	TO	FROM	GRADE
Dakoda	Dillon	Columbia	Suwannee	1
Ian	Evans	Columbia	Suwannee	4
Isabella	Evans	Columbia	Suwannee	2
Dalton	Robertson	Columbia	Suwannee	4

Zone Reassignment:

FIRST NAME	LAST NAME	TO	FROM	GRADE
Brooklyn	Davis	SHS	BHS	10

REGULAR AGENDA

Chief Financial Officer – Vickie Music DePratter:

1. The Superintendent recommends approval of the donation from PotashCorp-White Springs (PCS) in the amount of \$38,000 to be designated as follows:
(pg. 39)

- \$15,000 For purchase of capital outlay and supplies to update the science lab (STEM) at Branford High School
- \$14,000 To be shared by our four FFA Chapters – Branford Middle/High, Suwannee Middle, and Suwannee High Schools
- \$9,000 For purchase of band supplies and/or instruments for Branford High, Suwannee Middle, and Suwannee High Schools

Director of Curriculum and Instruction – Janene Fitzpatrick:

2. The Superintendent recommends approval of the following contract/agreement for the 2014-2015 school year: (NEW) (Note: This contract has been reviewed and approved by Board Attorney Leonard Dietzen.)

#2015-91 Collegiate High School Program Agreement between the District Board of Trustees of North Florida Community College and the District School Board of Suwannee County (*New*) (pgs. 40-58)

Director of Facilities – Mark Carver:

3. The Superintendent recommends approval of the Certificate of Final Completion and final payment of Bid #14-201 to McInnis Services LLC for the Suwannee Primary School Covered Play Structure, and the Transportation and IT Shell Structure. (Final project cost \$281,889.) (pgs. 59-61)

Director of Food Service – Lisa Dorris:

4. The Superintendent recommends approval of the following personnel item for the 2014-2015 school year:
 - a. Transfer one 6-hour Food Service Worker position from Suwannee High School to Suwannee Primary School (pg. 62)

Director of Student Services – Elizabeth Simpson:

5. The Superintendent recommends approval of the North East Florida Educational Consortium's (NEFEC) Add-On Endorsement Program for Pre-Kindergarten Disabilities 2014 (pgs. 63-96)

Director of Human Resources – Dr. Bill Brothers:

6. The Superintendent recommends approval of additions and revisions to the Suwannee County School Board Policy Manual as follows: (Copies are available in the office of the Director of Human Resources.) (pgs. 9-10)

#3.05	Administrative Organization (<i>revised</i>)
#3.12	Public Information and Inspection of Records (<i>revised</i>)
#4.01	Student Progression Plan (<i>revised</i>)
#4.017	Early High School Graduation (<i>new</i>)
#4.02	The Curriculum (<i>revised</i>)
#4.021	Physical Education (<i>revised</i>)
#4.11	Allocation of Instructional Material (<i>revised</i>)
#4.15	District and State-Wide Assessment Program (<i>revised</i>)
#4.16	Security of Tests (<i>revised</i>)
#4.17	Challenged Materials (<i>revised</i>)
#5.021	Homeless Students (<i>revised</i>)
#5.03	Student Assignment (<i>revised</i>)
#5.107	Hazing (<i>new</i>)
#5.19	Student Records (<i>revised</i>)
#5.20	Directory Information (<i>revised</i>)
#6.80	Personnel Files (<i>revised</i>)
#6.81	Assessment of Employees (<i>revised</i>)
#6.811	Instructional Employee Performance Criteria (<i>revised</i>)
#7.142	Bid Protest Resolution (<i>revised</i>)

7. The Superintendent recommends approval of the Minority Recruitment Plan. (A copy is available for review in the office of the Director of Human Resources.) (pg. 97)
8. The Superintendent recommends approval of the revisions to the School Board of Suwannee County Instructional Performance Appraisal System. (A copy is available for review in the office of the Director of Human Resources.) (pg. 98)
9. Personnel Changes List (pgs. 99-104)

School Board Attorney – Leonard Dietzen:

10. Legal Counsel's Report

Superintendent of Schools – Jerry Scarborough:

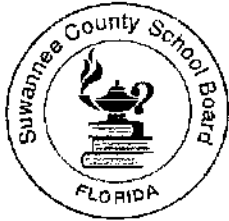
11. Superintendent's Report

School Board Members:

12. Issues and concerns Board members may wish to discuss

End of Agenda

SUWANNEE COUNTY SCHOOL BOARD



Serving The Children Of Our Community

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JERRY A. SCARBOROUGH
Superintendent of Schools

JERRY TAYLOR
DISTRICT 1

CATHERINE CASON
DISTRICT 2

JULIE ULMER
DISTRICT 3

ED DA SILVA
DISTRICT 4

RONALD WHITE
DISTRICT 5

LEONARD J. DIETZEN, III
BOARD ATTORNEY

MEMORANDUM

TO: Jerry Scarborough, Superintendent of Schools *JAS/BB*
FROM: Bill Brothers, Director of Human Resources *BB*
THRU: Vickie Music DePratter, Chief Financial Officer *VMD*
DATE: January 12, 2015
RE: January 27, 2015, Regular Meeting Agenda Item

RECOMMENDATION:

1. The Superintendent recommends approval to adopt the following revisions to the Suwannee County School Board Policy Manual:

- 3.05 Administrative Organization
- 3.12 Public Information and Inspection of Records
- 4.01 Student Progression Plan
- 4.017 Early High School Graduation (new)
- 4.02 The Curriculum
- 4.021 Physical Education
- 4.11 Allocation of Instructional Material
- 4.15 District and Statewide Assessment Program
- 4.16 Security of Tests
- 4.17 Challenged Materials
- 5.021 Homeless Students
- 5.03 Student Assignment
- 5.107 Hazing (new)
- 5.19 Student Records
- 5.20 Directory Information

- 6.80 Personnel Files
- 6.81 Assessment of Employees
- 6.811 Instructional Employee Performance Criteria
- 7.142 Bid Protest Resolution

BACKGROUND:

These policy revisions were reviewed in workshop on November 18, 2014, and have been appropriately advertised. Copies are available for review in the office of the Director of Human Resources.

SUWANNEE COUNTY SCHOOL BOARD
WORKSHOP SESSION
December 9, 2014

MINUTES

The Suwannee County School Board met in Workshop Session on this date at the Live Oak Passenger Depot, 210 Ohio Avenue, Live Oak, Florida. School Board members present were Chairman Ed daSilva, Catherine Cason, Jerry Taylor, and Julie Ulmer, along with Superintendent Jerry Scarborough, Chief Financial Officer Vickie Music, and Administrative Secretary Karen Lager. School Board Member Ronald White arrived at 10:40 a.m. School Board Attorney Leonard Dietzen arrived at 12:15 p.m.

Administrators and others present: Walter Boatright, Amy Boggus (arrived at 12:00 p.m.), Dr. Bill Brothers, David Campbell (arrived at 12:40 p.m.), Mark Carver, Lisa Dorris (arrived at 12:50 p.m.), Janene Fitzpatrick (arrived at 12:40 p.m.), Jesse Lovelace, Dee Dee McManaway (arrived at 12:00 p.m.), Jim Simpson (arrived at 12:00 p.m.), Elizabeth Simpson, Lila Udell, Dr. Jimmy Wilkerson, and Josh Williams (arrived at 10:00 a.m.). Andrea Messina, with FSBA, was also present.

Chairman daSilva called the meeting to order at 9:27 a.m.

School Board ProtocolAndrea Messina, FSBA

Ms. Messina gave a PowerPoint presentation regarding the topics below:

- Welcome and Start Ups
- FSBA Governance Model
- Role Delineations
- Importance of Trust
- How Do We Measure Up? Assessment
- Teamwork and Boardsmanship
- Real Life Applications/Scenarios

The workshop recessed at 11:45 a.m. and resumed at 12:00 p.m.

Presentation and discussion continued regarding School Board Protocol.

The workshop recessed at 12:53 p.m. and resumed at 1:00 p.m.

Presentations were given and discussions held regarding the following:

- ✓ Building the Foundation for Student Success
 - Grades Pre-K – 5 David Campbell
Jennifer Barrs
Amy Boggus
Dee Dee McManaway
Jim Simpson
 - Grades 6 – 8 Janene Fitzpatrick
Jay Jolicoeur
Dr. Jimmy Wilkerson
 - Grades 9 – 12 Janene Fitzpatrick
Ted Roush
Dr. Jimmy Wilkerson
- ✓ Discussion Regarding Re-naming/ Walter Boatright
Re-branding of Suwannee-Hamilton Technical Center
- ✓ Development of Community Partners Jerry Scarborough

The workshop adjourned at 3:40 p.m.

SUWANNEE COUNTY SCHOOL BOARD
REGULAR MEETING
December 16, 2014

MINUTES

The Suwannee County School Board met in Regular Session on this date in the School Board Meeting Room, 702 - 2nd Street, NW, Live Oak, Florida. School Board members present were Chairman Ed daSilva, Catherine Cason, Jerry Taylor, Julie Ulmer, and Ronald White, along with Superintendent Jerry Scarborough, School Board Attorney Leonard Dietzen, Chief Financial Officer Vickie Music DePratter, and Administrative Secretary Karen Lager.

UTSC President Annette Kinsey and School Resource Officer Kim Lane were also present.

Chairman daSilva called the meeting to order at 6:00 p.m.

Student remarks and pledge to the flag by Suwannee Primary School students.

Citizen Input (A *Citizen Input Form* must be completed and submitted to the secretary to the Superintendent/School Board prior to addressing the Board. We ask that speakers keep their comments to two minutes.)

➤ There were none.

MOTION by Mrs. Ulmer, second by Ms. Cason, for approval to adopt the Agenda, along with the Agenda Addendum. MOTION CARRIED UNANIMOUSLY

MOTION by Mr. Taylor, second by Mrs. Ulmer, for approval of the Consent Agenda. MOTION CARRIED UNANIMOUSLY

CONSENT AGENDA

Anyone present may approach the Board concerning any item on this agenda. Board members may pull any item on the Consent Agenda for discussion and separate action.

1. Approval of the following Minutes: (pgs. 7-32)

- November 18, 2014 - Expulsion Issues Hearing (Private)
- Workshop Session
- Reorganization Meeting
- Regular Meeting

2. Approval of the monthly financial statement for November 2014.

3. The following bills for the period November 1-30, 2014:

General Fund

#155480 - 155763	\$	1,938,600.99
#2673 - 2677		
Electronic Fund Transfers		<u>2,265,088.38</u>
	\$	4,203,689.37

Federal Fund

#46234 - 46299	\$	76,174.16
Electronic Fund Transfers		<u>212,175.77</u>
	\$	288,349.93

Food Service Fund

#29043 - 29098	\$	74,807.86
Electronic Fund Transfers		<u>62,933.70</u>
	\$	137,741.56

2.0 LCIF

# 6987 - 7002	\$	135,166.41
Electronic Fund Transfers		<u>0.00</u>
	\$	135,166.41

4. Approval of the following budget amendments for fiscal year 2014-2015:

General
I-5

LCIF
III-4

Special Revenues
IV-2 (Food Service)
IV-5 (Federal)

5. Approval for disposal of property as per the attached Property Disposition Form dated December 16, 2014. (pgs. 33-34)

6. Approval of the following contracts/agreements for the 2014-2015 school year: (RENEWAL) (Note: These contracts have been reviewed and approved by Board Attorney Leonard Dietzen.)

#2015-82 Panhandle Area Educational Consortium Contract Agreement between the Panhandle Area Educational Consortium, through its District of Record, the Washington County School Board, and Gabriel, Roeder, Smith & Company (GRS) for actuarial services required under GASB Statement No. 45 (*Renewal*) (pgs. 35-46)

#2015-84 Career Pathways Articulation Agreement between District School Board of Lafayette County and Suwannee-Hamilton Technical Center, Allied Health Assisting for Secondary Program Areas: Patient Care Technician and Practical Nursing; Culinary Arts for Secondary Program Area: Commercial Foods and Culinary Arts; Digital Design for Secondary Program Areas: Administrative Office Specialist, Digital Design, and Medical Administrative Specialist (*Revised/Renewal*) (pgs. 47-54)

#2015-85 Career Pathways Articulation Agreement between District School Board of Jefferson County and Suwannee-Hamilton Technical Center, Allied Health Assisting for Secondary Program Areas: Patient Care Technician and Practical Nursing; Digital Media Technology for Secondary Program Areas: Digital Design and Administrative Office Specialist (*Revised/Renewal*) (pgs. 55-60)

7. Approval of the following student transfers for the 2014-2015 school year.
Parents will provide transportation.

District Reassignment:

FIRST NAME	LAST NAME	TO	FROM	GRADE
Leon	Graham	Columbia	Suwannee	10
Garrett	Hunt	Lafayette	Suwannee	8
Jeremie	Thompson	Columbia	Suwannee	9
Simmons	Trace	Suwannee	Hamilton	2

REGULAR AGENDA

Chief Financial Officer – Vickie Music DePratter:

1. MOTION by Mrs. Ulmer, second by Ms. Cason, for approval and certification of the 2014-2015 Class Size Reduction Compliance Plan. (pgs. 61-64)
MOTION CARRIED UNANIMOUSLY
2. MOTION by Mr. Taylor, second by Mr. White, for approval of the Suwannee County School Board Internal Accounts Audit for fiscal year end June 30, 2014. (A copy was provided to Board members.) (pg. 65) MOTION CARRIED UNANIMOUSLY

Director of Career, Technical, and Adult Education – Walter Boatright:

3. MOTION by Mrs. Ulmer, second by Ms. Cason, for approval to proceed to re-name/re-brand Suwannee-Hamilton Technical Center with a name change to become a technical college. The official name will be recommended at a subsequent meeting. (pgs. 66-67) MOTION CARRIED UNANIMOUSLY

Director of Information Technology – Josh Williams:

4. MOTION by Mr. Taylor, second by Mr. White, for approval of the Suwannee County School District Digital Classroom Plan for 2014-2015. (pgs. 68-92)
MOTION CARRIED UNANIMOUSLY

Director of Student Services – Elizabeth Simpson:

5. MOTION by Ms. Cason, second by Mrs. Ulmer, for approval of the following contract/agreement for the 2014-2015 school year: (NEW) (Note: This contract has been reviewed and approved by Board Attorney Leonard Dietzen.)

#2015-83 Suwannee County Public Schools Rate and Service Contract
2014-2015 between the Suwannee County School Board and
Andretha Herring d/b/a Andretha Herring's Family Childcare
Home for the Teen Parent Program (New) (pgs. 93-109)

MOTION CARRIED UNANIMOUSLY

Director of Human Resources – Dr. Bill Brothers:

6. MOTION by Mr. Taylor, second by Mrs. Ulmer, for approval to advertise additions and revisions to the Suwannee County School Board Policy Manual as follows:

#3.05 Administrative Organization (*revised*) (pgs. 110-113)
#3.12 Public Information and Inspection of Records (*revised*)
 (pgs. 114-115)
#4.01 Student Progression Plan (*revised*) (pg. 116)
#4.017 Early High School Graduation (*new*) (pg. 117)
#4.02 The Curriculum (*revised*) (pgs. 118-122)
#4.021 Physical Education (*revised*) (pgs. 123-125)
#4.11 Allocation of Instructional Material (*revised*) (pg. 126)
#4.15 District and State-Wide Assessment Program (*revised*)
 (pgs. 127-128)
#4.16 Security of Tests (*revised*) (pg. 129)
#4.17 Challenged Materials (*revised*) (pgs. 130-134)
#5.021 Homeless Students (*revised*) (pgs. 135-139)

- #5.03 Student Assignment (*revised*) (pgs. 140-142)
- #5.107 Hazing (*new*) (pgs. 143-148)
- #5.19 Student Records (*revised*) (pgs. 149-150)
- #5.20 Directory Information (*revised*) (pgs. 151-152)
- #6.80 Personnel Files (*revised*) (pgs. 153-155)
- #6.81 Assessment of Employees (*revised*) (pgs. 156-157)
- #6.811 Instructional Employee Performance Criteria (*revised*)
(pg. 158)
- #7.142 Bid Protest Resolution (*revised*) (pgs. 159-160)

MOTION CARRIED UNANIMOUSLY

7. MOTION by Mrs. Ulmer, second by Mr. Taylor, for approval of the following contract/agreement for the 2014-2015 school year: (NEW) (Note: This contract has been reviewed and approved by Board Attorney Leonard Dietzen.)

#2015-86 Agreement for Educational Staffing between Kelly Services, Inc. and Suwannee County School Board, Florida (*New*)
(pgs. 161-180)

MOTION CARRIED UNANIMOUSLY

8. MOTION by Mrs. Ulmer, second by Mr. Taylor, for approval of the Personnel Changes List, along with the Personnel Changes List Addendum (pgs. 181-184) MOTION CARRIED UNANIMOUSLY

PERSONNEL CHANGES APPROVED:

RESIGNATION: NON-INSTRUCTIONAL:

Facilities Department:

Susan Scheufler, administrative secretary, effective January 9, 2015

Transportation Department:

Kieasha Perry, bus driver, effective November 19, 2014

RECOMMENDATIONS: INSTRUCTIONAL:

District Wide/Department of Student Services:

Deanna Zastrow, school psychologist, effective December 1, 2014

REPLACES: Gretchen Ohstrom

MENTORS:

The following to be paid as mentors:

<u>Teacher</u>	<u>Beginning Teacher</u>	<u>Location</u>	
Joanne Kietur	Tracy Thompson	SHTC	
Katie Miller	Shae Gamble	SHTC	
Kim Thomas	Mona Kelley	SHTC	
Becky Carter	Deborah Rivera	SES	
Becky Reaves	Patrick Jernigan	SES	
Bill Harris	Amy Williams	SES	
Connie Leavitt	Melissa Davis	SES	
Laurie Dunham	Jennifer Bonds	SES	
Melissa McKire	Marissa Bricker	SES	
Rhonda Furry	Brian Branche	SES	
Robyne Edwards	Spencer Corbett	SES	
Tammy Williams	Laura Robinson	SES	
Vicky Carter	Brock Canaday	SES	
Stefani Santos	Tim Clark	BHS	PECDS
Tammy Neil	Cara Soride	BHS	
Julie Klecka	Tina Hayes	BES	
Monica Jackson	Myah Sanders	BES	
Pam Nettles	Victoria Ramsey	BES	
Debbie Mixon	Joy Romano	SPS	PECDS
Kerry Jo Melland	Lacy Van Etta	SPS	
Mandy Ramsey	Heather Holt	SPS	
Marvette Gwinn	Sandee Patterson	SPS	PECDS
Pam Hastings	Krystal McCormick	SPS	
Stacey Skierski	Elizabeth Rang	SPS	
April Frye	Aralee Smith	SIS	PECDS
Ashlee Wooley	Janice Reyes	SIS	

Ashlee Wooley	Denise Baldwin	SIS	
Karri Strong	Dawn Wilkerson	SIS	
Kim Warren	Violet Tipton	SIS	PECDS
Kristy Chauncey	Aaron Scott	SIS	
Krystal Cundiff	Kristal Law	SIS	
Traci Knighton	Lisa Pennington	SIS	
Angie Hester	Patrice Parker	SMS	
Annette Chauncey	Rayanna Johnson	SMS	PECDS
Brantley Helvenston	Toni Sherrell	SMS	PECDS
Cara Disken	Tammy Bradow	SMS	
Deanna Horton	Leslie Campbell	SMS	
Jennifer Byrd	Jim Thompson	SMS	
Lawanna Zimmerman	Jayvis Ward	SMS	PECDS
Mary Check-Cason	Melva Jackson-Batts	SMS	
Melinda Tice	Marlene Adams	SMS	
Robyn Bonds	Leah Mills	SMS	
Tammy Butts	Tasha Cockburn	SMS	
Lawanna Zimmerman	Matthew Grillo	SMS	PECDS
De Broughton	Brian Bullock	SHS	PECDS

SUPPLEMENTARY:

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>REPLACES</u>
Althea Elane Owens	Girls' JV Basketball Coach	SHS	K. Owens
Mark Saleh	Boys' JV Soccer Coach	SHS	M. Swiney

SUSPENSION:

Suwannee-Hamilton Technical Center:

Melissa Mapp-Francisco, teacher, December 8 – 16, 2014, suspension with pay

**RECOMMENDATIONS: NON-INSTRUCTIONAL/SCHOOL
RELATED:**

Food Service Department/BHS:

Paul Otterbine, food service worker 6 hour, effective December 8, 2014

REPLACES: Wendy Jones

Food Service Department/SPS:

Teresa Brannan, food service worker 8 hour, effective December 1, 2014

REPLACES: Katherine Howard

Suwannee Primary School:

Vanessa Isidro, paraprofessional (Bilingual), effective December 2, 2014

REPLACES: Yomaris Vega

Amanda Kiser, Paraprofessional Lead Pre-K - temporary, effective
November 21, 2014

REPLACES: Tamra Abercrombie

LEAVE OF ABSENCE (FAMILY AND MEDICAL LEAVE - FMLA):

Food Service Department/SPS:

Katherine Howard, food service worker 8 hour, November 18, 2014, through
February 5, 2015, with the option of returning sooner if released by her doctor

STUDENT WORKERS:

Yabey Rudolph SHTC/Culinary

SUBSTITUTES:

The following as a substitute nurse:

Jacqueline Bowels

Melissa Peters

End of List

2014-2015

School Year

PERSONNEL CHANGES LIST ADDENDUM - DECEMBER 16, 2014

RECOMMENDATIONS: INSTRUCTIONAL:

SUPPLEMENTARY:

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>REPLACES</u>
Damon Walker	Asst. Football Coach	SHS	Damon Walker

SUSPENSION:

Suwannee-Hamilton Technical Center:

Melissa Mapp-Francisco, teacher, December 17, 2014, through January 27, 2015,
suspension without pay

**End of Addendum
2014-2015
School Year**

School Board Attorney – Leonard Dietzen:

9. Legal Counsel's Report – No legal matters to report.

Superintendent of Schools – Jerry Scarborough:

10. Superintendent's Report – No matters to report.

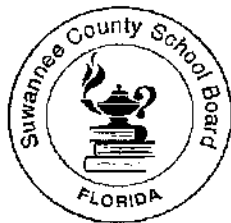
School Board Members:

11. Issues and concerns Board members may wish to discuss

- Board members wished everyone a Merry Christmas and expressed thanks and appreciation to everyone for all they do.

The meeting adjourned at 6:47 p.m.

SUWANNEE COUNTY SCHOOL BOARD



Serving The Children Of Our Community

702 -- 2nd Street, NW • Live Oak, Florida 32064
Telephone: (386) 647-4600 • Fax: (386) 364-2635
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RONALD WHITE
DISTRICT 5

LEONARD J. DIETZEN, III
BOARD ATTORNEY

MEMORANDUM

TO: Jerry A. Scarborough, Superintendent of Schools *JAS/BAS*
FROM: Mark A. Carver, Director of Facilities *MAC*
DATE: January 12, 2015
RE: Agenda Item for January 27, 2015, Regular Board Meeting

RECOMMENDATION:

The Superintendent recommends approval of Property Records Disposition Form for January 2015.

BACKGROUND:

Capitalized assets are obsolete or no longer serviceable.

**SUWANNEE COUNTY SCHOOL BOARD
PROPERTY DISPOSITION FORM
BOARD MEETING
JANUARY 2015**

PROPERTY RECORD #	ITEM DESCRIPTION	ORIGINAL PURCHASE PRICE	ORIGINAL PURCHASE DATE	COST CENTER	REQUESTED DISPOSITION
99001983	Table	\$ 982.00	Jun-86	SMS	Surplus
99002958	Active Board(Smart Board	\$ 2,170.00	Jun-03	SMS	Surplus
99007064	Computer, Laptop w/Docki	\$ 840.00	Jan-10	IT	Surplus
99006687	Computer, Laptop	\$ 1,575.70	Apr-09	IT	Surplus
99006541	Computer, Laptop	\$ 815.00	Mar-09	IT	Surplus
99007241	Computer, Laptop	\$ 990.00	Jun-10	IT	Surplus
99007297	Computer, Laptop	\$ 990.00	Jul-10	IT	Surplus
99007415	Computer, Laptop	\$ 1,063.00	Jan-11	IT	Surplus
99007504	Computer, Laptop w/Docki	\$ 882.00	Jun-11	IT	Surplus
99007413	Computer, Notebook	\$ 1,048.00	Oct-10	IT	Surplus
99006694	Computer, Laptop w/Docki	\$ 1,405.39	May-09	IT	Surplus
99006481	Computer, Laptop w/Docki	\$ 1,775.00	Aug-08	IT	Surplus
99006062	Computer, Laptop	\$ 1,164.00	Feb-08	IT	Surplus
99007575	Computer, Laptop	\$ 855.00	Jul-11	IT	Surplus
99006719	Computer, Notebook	\$ 899.00	Jul-09	IT	Surplus
99007262	Computer, Laptop	\$ 990.00	Jun-10	IT	Surplus
99006805	Computer, Laptop w/Docki	\$ 899.00	Aug-09	IT	Surplus
99006840	Computer, Laptop w/Docki	\$ 899.00	Aug-09	IT	Surplus
99006724	Computer, Notebook	\$ 899.00	Jul-09	IT	Surplus
99006727	Computer, Notebook	\$ 899.00	Jul-09	IT	Surplus
99006826	Computer, Laptop w/Docki	\$ 899.00	Aug-09	IT	Surplus
99007020	Computer, Laptop	\$ 1,138.00	Apr-10	IT	Surplus
99006845	Computer, Laptop w/Docki	\$ 899.00	Aug-09	IT	Surplus
99006643	Computer, Laptop w/Docki	\$ 1,399.14	Apr-09	IT	Surplus

SUWANNEE COUNTY SCHOOL BOARD
PROPERTY DISPOSITION FORM
BOARD MEETING
JANUARY 2015

PROPERTY RECORD #	ITEM DESCRIPTION	ORIGINAL PURCHASE PRICE	ORIGINAL PURCHASE DATE	COST CENTER	REQUESTED DISPOSITION
99006825	Computer, Laptop w/Docki	\$ 899.00	Aug-09	IT	Surplus
99005338	Projector	\$ 1,412.99	Feb-06	IT	Surplus
99002744	Catalyst Switch 2950G	\$ 1,390.35	Dec-02	IT	Surplus
99005676	Server	\$ 2,416.67	Mar-07	IT	Surplus
99004564	Power Edge Server	\$ 2,708.45	Aug-01	IT	Surplus
99006695	Computer, Laptop	\$ 845.00	May-09	IT	Surplus
99007047	Computer, Laptop w/Docki	\$ 840.00	Jan-10	IT	Surplus
99005730	Server, Xeon 800 MHZ 2.8	\$ 4,945.00	Jan-07	IT	Surplus
99006872	Computer, Notebook	\$ 916.98	Aug-09	IT	Surplus
99004761	Printer, Laser	\$ 994.00	Jun-04	IT	Surplus
99006655	MacBook	\$ 874.84	Apr-09	IT	Surplus
99005937	Computer, Laptop	\$ 1,049.00	May-07	IT	Surplus
99005928	Computer, Laptop	\$ 875.00	Apr-07	IT	Surplus
99006874	Computer, Notebook	\$ 916.98	Aug-09	IT	Surplus
99007260	Computer, Laptop	\$ 990.00	Jun-10	IT	Surplus
99007068	Computer, Laptop w/Docki	\$ 840.00	Jan-10	IT	Surplus
99006756	Computer, Laptop	\$ 899.00	Jul-09	IT	Surplus
99007055	Computer, Laptop w/Docki	\$ 840.00	Jan-10	IT	Surplus
99001048	Computer, Notebook	\$ 1,048.00	Oct-10	IT	Surplus
99007409	Computer ProBook Noteboo	\$ 1,040.00	Oct-10	IT	Surplus
99007380	Computer, Notebook	\$ 1,040.00	Sep-10	IT	Surplus
99006710	Computer Laptop	\$ 899.00	Jun-09	IT	Surplus
99007333	Computer, Laptop w/Docki	\$ 1,040.00	Aug-10	IT	Surplus
99007327	Computer, Laptop w/Docki	\$ 1,040.00	Aug-10	IT	Surplus

**SUWANNEE COUNTY SCHOOL BOARD
PROPERTY DISPOSITION FORM
BOARD MEETING
JANUARY 2015**

PROPERTY RECORD #	ITEM DESCRIPTION	ORIGINAL PURCHASE PRICE	ORIGINAL PURCHASE DATE	COST CENTER	REQUESTED DISPOSITION
TOTAL \$ 57,135.49					

Requested By:



Mark A. Carver,
Director of Property Records

Approved By:

Superintendent

1/27/2015

Date

Board Chairman

**SUWANNEE-
HAMILTON**
TECHNICAL CENTER



MEMORANDUM

TO: Jerry A. Scarborough, Superintendent of Schools *JA*
FROM: *WBS* Walter Boatright, Jr., Principal, Suwannee-Hamilton Technical Center
THRU: Vickie Music DePratter, Chief Financial Officer *VM*
DATE: January 14, 2015
RE: Agenda Item for January 27, 2015, Regular Board Meeting

RECOMMENDATION:

The Superintendent recommends approval of the following articulation agreement:
RENEWAL

#2015-87 Articulation Agreement between North Florida Community College and
Suwannee County School Board 2014-2015. **RENEWAL**

BACKGROUND:

This agreement provides high school and vocational students the opportunity to earn college credit through completion of secondary-level programs.





North Florida Community College

Career Pathways Agreements

With

District School Board of Suwannee County

A large, dark, textured 3D cube graphic that appears to be made of stone or concrete. It is positioned in the lower half of the page, with its right side facing the viewer. The text "2014-2015" is overlaid on the right face of the cube in a large, bold, sans-serif font.

2014-2015

**Career and Technical Education
North Florida Community College & District School Board of Suwannee County
Career Pathways Articulation Agreement
2014-2015**

Articulation is a method of granting college level course credit for learning and skills accomplished as part of secondary school instruction. The secondary school and North Florida Community College (NFCC) will maintain the integrity of their separate programs and enter into this agreement as cooperating educational institutions.

NFCC will work with the high school to establish Career Pathways to serve Career and Technical Education (CTE) students. Agreement will be developed during the year, and this agreement will be amended as agreements are completed.

Student Qualifications

Students must meet all NFCC admission requirements and present evidence of the following:

1. Successful completion of the articulated secondary technical program of study with a grade of 3.0 (on a 4.00 scale) or better.
2. Completion of North Florida Community College Application for Admission and placement testing requirements as well as additional specific program requirements.
3. Graduation from secondary school no more than 24 months prior to enrollment at North Florida Community College.
4. Enrollment in an A.S.; College Credit Certificate; or Post-Secondary Adult Vocational program appropriate to the credit to be awarded for the specified exemption exam or industry certification.
5. Courses that make up an Associate in Science degree that are included in a College Credit Certificate program may also receive articulated credit in the same courses for the College Credit Certificate program.

Procedure

1. The secondary school guidance department provides evidence of completion to the district Career and Technical Education contact who forwards the information to the NFCC's Career Pathways contact.
2. Individual High School Guidance Counselors will issue a letter to students who have successfully completed the secondary Career Pathway program as reported by the district high school guidance department contact informing the student of the Career Pathway articulation agreement opportunities.

SCSB 2015-87 (REVISED/RENEWAL)

3. NFCC will award/ enter high school earned credits under this agreement after the student has completed 12 semester hours or 150 clock hours in the program in which the degree or certificate is to be awarded.

Conditions of Agreement

1. Suwannee and Branford County High Schools faculty members and NFCC faculty members will review course textbooks, syllabi, and other institutional materials as needed in order to develop articulated programs of study.
2. Suwannee and Branford County High Schools and NFCC will review the list of articulated programs of study annually. Changes will be made as necessary based on changes in program offerings and outcomes.
3. Suwannee and Branford County High Schools and NFCC will cooperate in publicizing this program to secondary school students in order to ensure that they are aware of these opportunities.
4. To receive articulated credit for CGS 1100C and/or CGS 2571C, the following must be completed prior to such credit being awarded:
 - a. The most recent version of Microsoft Office Specialist (Word, Excel and PowerPoint) will articulate credit for CGS 1100C.
 - b. The most recent version of Microsoft Access and Microsoft Office Specialist (Word, Excel and PowerPoint) will articulate credit for will articulate credit for CGS 2571C.
5. Students wanting to articulate in the 90 hour Health Core Course must meet the following criteria:
 - a. Successful course completion can be validated with an appropriate transcript verifying the course was offered through a DOE accredited allied health program.
 - b. Successfully pass a comprehensive Health Core Exam with a grade of at least 77%.
 - c. Successfully demonstrate Health Core Skills competency and/or present a comprehensive Health Core skills list validating your competency. The list must have been validated by a Registered Nurse.
6. Comprehensive examinations may be required for students who have not completed the industry certifications listed on this articulation.
7. NFCC will not charge tuition for any courses for which a student receives articulated credit.

This agreement is valid for the current school year and may be terminated at any time by either District School Board of Suwannee County or North Florida Community College through providing thirty (30) days' notice. In the event of a termination, both schools agree that students who are currently in secondary courses and working toward fulfilling the competencies or who are in their first semester at NFCC will be allowed to complete the articulated credit.

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This agreement will remain in effect and will be reviewed annually by the articulation committee and incorporated into the dual enrollment articulation agreement. The articulation committee will be composed of the Dean of Academic Affairs, North Florida Community College; Director of Economic Development, Workforce and Career Technical Education of North Florida Community College; Registrar, North Florida Community College; Coordinator of Dual Enrollment, North Florida Community College; District Representative for District School Board of Suwannee County, and others as so designated.

High School Career Pathway	Associated Industry Certification	NFCC Program of Study/ Certificate	Assessment	Articulated Credit
Allied Health Assisting 8417130 8741700 Health Science 1 8741710 Health Science 2 OCP A 8741731 Allied Health 3	FDMQA002 – Certified Nursing Assistant (Not required for articulation purposes)	Patient Care Technician –PSAV	Completion of the high school program of study. Student must receive a grade of “B” or better in each class in the Technical Core and must successfully complete all academics with an overall GPA of “C” or higher.	HSC 0003 Health Careers Core (90 clock hours) OCP A
Allied Health Assisting 8417130 8741700 Health Science 1 8741710 Health Science 2 OCP A 8741731 Allied Health 3 OCP B	FDMQA002 – Certified Nursing Assistant(Not required for articulation purposes)	Pharmacy Technician – PSAV	Completion of the high school program of study. Student must receive a grade of “B” or better in each class in the Technical Core and must successfully complete all academics with an overall GPA of “C” or higher.	HSC 0003 Health Careers Core (90 clock hours) OCP A
Allied Health Assisting 8417130 8741700 Health Science 1 8741710 Health Science 2 OCP A 8741731 Allied Health 3 OCP B	FDMQA002 – Certified Nursing Assistant(Not required for articulation purposes)	Practical Nursing - PSAV	Completion of the high school program of study. Student must receive a grade of “B” or better in each class in the Technical Core and must successfully complete all academics with an overall GPA of “C” or higher.	HSC 0003 Health Careers Core (90 clock hours) OCP A

Digital Design - 8209600 8207310 Introduction to Information Technology OCP A 8209510 Digital Design 1 OCP B 8029520 Digital Design 2	MICRO069 – Microsoft Office Specialist ADOBE012 – Photoshop (Course articulates without certifications)	Medical Administrative Specialist – PSAV	Completion of the high school program of study. Student must receive a grade of "B" or better in each class in the Technical Core and must successfully complete all academics with an overall GPA of "C" or higher.	OTA 0040 Information Technology Assistant (150 hours) OCP A
Digital Design - 8209600 8207310 Introduction to Information Technology OCP A 8209510 Digital Design 1 OCP B 8029520 Digital Design 2	MICRO069 – Microsoft Office Specialist ADOBE012 – Photoshop (Course articulates without certifications)	Administrative Office Specialist – PSAV	Completion of the high school program of study. Student must receive a grade of "B" or better in each class in the Technical Core and must successfully complete all academics with an overall GPA of "C" or higher.	OTA 0040 Information Technology Assistant (150 hours) OCP A
Digital Design - 8209600 8207310 Introduction to Information Technology OCP A 8209510 Digital Design 1 OCP B 8029520 Digital Design 2	ADOBE012 – Photoshop	Digital Media/Multimedia Technology-AS	Completion of the high school program of study. Student must receive a grade of "B" or better in each class in the Technical Core and must successfully complete all academics with an overall GPA of "C" or higher, submission of web/PDF portfolio of work samples, and ADOBE012 certification.	GRA1213 Basic Electronic Imaging (1 credit hour) GRA2131C Electronic Imaging (3 credit hours)

Early Childhood Education 8503210 8505110 Early Childhood Education 1 8505120 Early Childhood Education 2 8505130 Early Childhood Education 3 8504140 Early Childhood Education 4	NRAEF003 – Certified Professional Food Manager (SERVESAFE) (Not used for articulation purposes)	Early Childhood Education – AS Degree	<p>Completion of the high school program of study. Student must receive a grade of "B" or better in each class in the Technical Core and must successfully complete all academics with an overall GPA of "C" or higher.</p> <p>On DCF transcripts, students need to have completed Part I Exam, Part II Exam, and a literacy course with a certificate number (not in-service) for articulation credit for EEC 2734.</p> <p>With an active National CDA or ECPC on a DCF Staff Credential, a student would have articulated credit for CHD 2220, EEC 1310, and EEC 2734.</p>	EEC 2734 Health Safety & Nutrition (3 credit hours) CHD 2220 Child Growth and Development (3 credit hours) EEC 1310 Effective Classroom Management: Guidance and Discipline (3 credit hours)
Early Childhood Education 8503210 8505110 Early Childhood Education 1 8505120 Early Childhood Education 2 8505130 Early Childhood Education 3 8595140 Early Childhood Education 4	NRAEF003 – Certified Professional Food Manager (SERVESAFE) (Not used for articulation purposes) 8405100 Early Childhood Professional Certificate (Part 1 – 36 hours)	Early Childhood Education - PSAV	<p>Completion of the high school program of study. Student must receive a grade of "B" or better in each class in the Technical Core and must successfully complete all academics with an overall GPA of "C" or higher.</p>	HEV 0870 Child Care Worker 1 (150 Clock hours) HEV 0871 Child Care Worker 2 (150 Clock hours) HEV0872 teacher Aide Preschool (150 clock hours)

Surgical Technology – H170211 HSC0003 Basic Health Care Worker OCP A STS0015 Central Supply Technician OCP B STS0010 Surgical Technologist 1 STS0011 Surgical Technologist 2 STS0012 Surgical Technologist 3	NSTSA001 – Certified Surgical Technologist (CST)	Patient Care Technician –PSAV	Completion of the high school program of study. Student must receive a grade of “B” or better in each class in the Technical Core and must successfully complete all academics with an overall GPA of “C” or higher.	HSC 0003 Health Careers Core (90 clock hours) OCP A
Surgical Technology – H170211 HSC0003 Basic Health Care Worker OCP A STS0015 Central Supply Technician OCP B STS0010 Surgical Technologist 1 STS0011 Surgical Technologist 2 STS0012 Surgical Technologist 3	NSTSA001 – Certified Surgical Technologist (CST)	Pharmacy Technician – PSAV	Completion of the high school program of study. Student must receive a grade of “B” or better in each class in the Technical Core and must successfully complete all academics with an overall GPA of “C” or higher.	HSC 0003 Health Careers Core (90 clock hours) OCP A
Surgical Technology – H170211 HSC0003 Basic Health Care Worker OCP A STS0015 Central Supply Technician OCP B STS0010 Surgical Technologist 1 STS0011 Surgical Technologist 2 STS0012 Surgical Technologist 3	NSTSA001 – Certified Surgical Technologist (CST)	Practical Nursing - PSAV	Completion of the high school program of study. Student must receive a grade of “B” or better in each class in the Technical Core and must successfully complete all academics with an overall GPA of “C” or higher.	HSC 0003 Health Careers Core (90 clock hours) OCP A

SCSB 2015-87 (REVISED/RENEWAL)

IN WITNESS WHEREOF, the School Board of Suwannee County, Florida and The Board of Trustees, North Florida Community College, Suwannee, Florida have adopted this agreement and caused it to be executed by their respective chairs and chief executive officers, in accordance with Section 1007.271, F.S., Dual Enrollment Articulation Agreements.

Date

Chair, Board of Trustees,
North Florida Community College, Florida

Date

President, North Florida Community College

Date

Chair, District School Board of Suwannee County

Date

Superintendent, Suwannee County School District

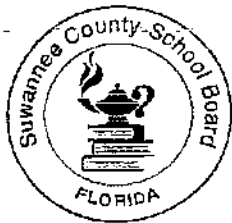
Date
Schools

Career & Technical Education Coordinator, Suwannee County

**"Approved as to Form and Sufficiency
BY _____**

**Leonard J. Dietzen, III
Rumberger, Kirk & Caldwell, P.A.
Suwannee School Board Attorney"**

SUWANNEE COUNTY SCHOOL BOARD



Serving The Children Of Our Community

702 – 2nd Street, NW • Live Oak, Florida 32064
Telephone: (386) 647-4600 • Fax: (386) 364-2635
www.suwannee.k12.fl.us

JERRY A. SCARBOROUGH
Superintendent of Schools

JERRY TAYLOR
DISTRICT 1

CATHERINE CASON
DISTRICT 2

JULIE ULMER
DISTRICT 3

ED DA SILVA
DISTRICT 4

RONALD WHITE
DISTRICT 5

LEONARD J. DIETZEN, III
BOARD ATTORNEY

MEMORANDUM

TO: Jerry A. Scarborough, Superintendent of Schools *JAS/BS*
FROM: Vickie Music DePratter, Chief Financial Officer *WMD*
DATE: January 9, 2015
RE: Agenda Item for January 27, 2015, Regular Meeting

RECOMMENDATION:

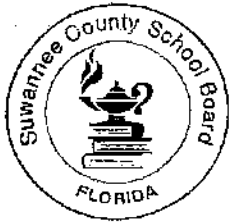
The Superintendent recommends approval to accept a donation from PotashCorp - White Springs in the amount of \$38,000.

BACKGROUND:

PotashCorp, also known as Potash Corporation of Saskatchewan, has generously made a contribution in the amount of \$38,000 to the Suwannee County School Board. These funds are designated by PotashCorp to be used for the following purposes:

- \$15,000 - Branford High School Science / STEM Lab
- \$14,000 – Suwannee Middle School, Suwannee High School, and Branford Middle/High School FFA Programs
- \$ 9,000 – Suwannee Middle School, Suwannee High School, and Branford High School Band Programs

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DISTRICT 5

LEONARD J. DIETZEN, III
BOARD ATTORNEY

MEMORANDUM

TO: Jerry A. Scarborough, Superintendent of Schools *JAS/BS*
FROM: Janene Fitzpatrick, Director of Curriculum and Instruction *JF*
THRU: Vickie Music DePratter, Chief Financial Officer *VMD*
DATE: January 15, 2015
RE: Agenda Item for January 27, 2015, Regular Board Meeting

RECOMMENDATION:

The Superintendent recommends approval of the following Agreement for the 2014-2015 school year:

#2015-91 Collegiate High School Program Agreement between the District Board of Trustees of North Florida Community College and The District School Board of Suwannee County. (New)

BACKGROUND:

Eligible students shall have access to the Collegiate High School postsecondary program, which will allow for the completion of 30 college credit hours during the fall and spring terms of an academic year at North Florida Community College.

**COLLEGIATE HIGH SCHOOL PROGRAM AGREEMENT BETWEEN
THE DISTRICT BOARD OF TRUSTEES OF NORTH FLORIDA COMMUNITY COLLEGE
and
THE DISTRICT SCHOOL BOARD OF SUWANNEE COUNTY**

This agreement is entered into by and between the District Board of Trustees of North Florida Community College, Madison, Florida, hereinafter referred to as the "College," and the District School Board of Suwannee County, hereinafter referred to as the "School Board,"

WHEREAS, pursuant to §1007.273, Florida Statutes, each school district and Florida College System institution which serves it must execute a contract to establish one or more collegiate high school programs for qualified students through the efficient use of the College's programs and resources; THEREFORE,

The College and the School Board do hereby agree as follows:

I. EFFECTIVE DATE AND EFFECT OF AGREEMENT

Upon signature, the effective date of this agreement shall be July 31, 2015 and will be in effect until July 31, 2016.

II. PARTIES TO THE AGREEMENT

North Florida Community College and the District School Board of Suwannee County.

III. GRADE LEVELS INCLUDED IN THE COLLEGIATE HIGH SCHOOL PROGRAM

Eligible grade 12 students shall have access to the Collegiate High School postsecondary program, which will allow for the completion of 30 college credit hours during the fall and spring terms of an academic year at North Florida Community College.

IV. DESCRIPTION OF COLLEGIATE HIGH SCHOOL PROGRAM

The North Florida Community College Collegiate High School Program will allow eligible students to complete up to 30 credit hours from one of four academies within the program. Those academies are: Information Technology, Digital Media, Business, and AA general. For those students who choose to seek CAPE industry certifications, courses within the curriculum for each of the four options will provide the necessary preparation. The attached Appendix A includes detailed descriptions for the four academy tracks to include: academy curriculum, high school equivalency for courses, CAPE industry certifications available with listing of preparation courses, course instructor(s), and method(s) of

delivery. The eligible courses included in this agreement are designated by common course prefixes, numbers and course titles.

The Collegiate High School curriculum for the Information Technology, Digital Media, and Business Academy also afford students the ability to earn one or more Technical Certificates. A Technical Certificate (College Credit Certificate) consists of less than sixty college credits, as defined in F.A.C. 6A-10.033(1)(a), which are part of an Associate of Science or Associate of Applied Science degree program and prepare students for entry into employment.

V. PROCESS BY WHICH STUDENTS AND PARENTS ARE INFORMED

Suwannee High School, Branford High School and NFCC will work collaboratively to notify students and their parents of the Collegiate High School dual enrollment program through handouts, mail outs and college website. The handouts, mail outs, and the NFCC dual enrollment webpage outline the expectations of the dual enrolled student in college-level classes. The high school shall inform all eligible secondary students and their parents of the Collegiate High School dual enrollment option, including eligibility criteria and the process by which students and parents exercise their option to participate. NFCC shall work with the high school to provide a schedule of classes and will be available to communicate directly with parents and students about this dual enrollment option. In addition, the dual enrollment admission application contains language regarding college-level expectations. The application requires the signatures of the student, the parent/guardian, and the high school counselor. The signatures indicate the understanding and agreement to the terms outlined in the application. All signatures are required prior to processing the application.

VI. INSTRUCTIONAL METHODS AND COURSE INSTRUCTORS

The instructional delivery methods and course instructors for the Collegiate High School curriculum are outlined in Appendix A for the four academy tracks.

All courses which comprise the Collegiate High School curriculum will be taught by paid contracted NFCC instructors regardless of delivery method. All instructors will meet the requirements of SACSCOC criteria for academic and professional preparation. The credentials for all full-time and adjunct instructors in all programs will be maintained in the office of the Chief Academic Officer.

Course delivery methods may be traditional (face to face), online, video conference delivery from NFCC campus to offsite location, or hybrid (30 – 80% online delivery). The academy programs of study outlined in Appendix A are for an academic year. Specific instructors, methods of delivery, and

semester in which a specific course is offered may not be established until such time that term class schedules are completed. Thus an addendum to this contract will be added for each semester to specify course instructor, method of delivery, and courses for that term.

VII. STUDENT ADVISING SERVICES

College personnel are responsible for appropriate student academic advisement and educational planning. College personnel will work closely with students and high school counselors in the development of student education plans. The high school guidance office is responsible for dual enrollment students as to the courses which may be used to meet high school graduation requirements. College personnel are responsible for assisting students with Collegiate High School course selections consistent with their postsecondary educational goals and plans. High school counselors and college personnel will collaborate on content and submission of student performance contracts for those students who are participating in the Collegiate High School program. Performance contracts will be provided for each student and each term a student participates in the program. They will be signed by student, parent, school district and NFCC. The contract will include, at a minimum, the schedule of courses for the semester, industry certifications available to the student, attendance requirements and course grade requirements.

To ensure transferability of credits, students' educational plans should be closely evaluated to further ensure transferability. Students who intend to transfer should carefully evaluate each course to determine its applicability to meeting degree requirements for the intended program and transfer institution.

VIII. STUDENT PROGRESS MONITORING MECHANISM

The evaluation of students and the assigning of grades are the prerogatives and responsibility of the instructor assigned to the class in which the student is enrolled. The method for determining the final course grade, including the activities to be graded and their respective weighting shall be specified in the course syllabus and distributed to the student. Any instructor teaching dual enrollment students must notify the Dual Enrollment Coordinator at North Florida Community College when student academic performance and/or attendance is not satisfactory. The Dual Enrollment Coordinator will send the high school guidance office a copy of the unsatisfactory performance notice. Information regarding NFCC academic support services available to the student will be provided to the student. An instructor may refer a student to the NFCC Academic Success Center based on academic performance or where need for supplemental academic support or tutoring is indicated.

IX. PROGRAM REVIEW PROTOCOLS AND STUDENT PERFORMANCE MECHANISM

North Florida Community College has a professional and active program of institutional effectiveness through which relevant data regarding student and instructor performance is collected and analyzed on a regular basis. All programs are monitored to ensure quality and consistency. Effectiveness initiatives are led by the Office of Institutional Effectiveness, Research, and Accreditation in accordance with the assessment plan designed to include all PSAV and college credit course offerings. The Chief Academic Officer will be responsible for ensuring that the level of instruction and programs demonstrate the level of academic rigor expected of all college courses.

Educational programs are required to submit Institutional Effectiveness (IE) Program Summary reports with annual updates to the Institutional Effectiveness Coordinator. The document details goals, objectives, outcome description, assessment process and actual outcomes. Additionally, all courses are and instructors are evaluated through observation and student surveys on a regular basis.

X. FUNDING ARRANGEMENTS

Florida Statute 1007.271(21)(n), Dual Enrollment Programs, requires school districts to pay the standard tuition rate per credit hour to the College for dual enrollment instruction. The per credit hour rate for credits taught or delivered from NFCC by either full time or adjunct instructors under a paid contract is outlined in Appendix B.

For Fall and Spring terms, an invoice will be sent to the school districts at the conclusion of the college term's verification of class attendance. The invoice will reflect the total number of hours enrolled times the established tuition rate per credit hour as outlined in Appendix B. Payment is due upon receipt of the invoice. School districts will not be invoiced for students who drop college classes during the prescribed add/drop period. School districts will be invoiced for students who withdraw ("W" grade) during the withdrawal period as outlined in the academic calendar.

The College application fee will not be assessed while students participate in Dual Enrollment. However, the application fee will be assessed when students enter a degree program at North Florida Community College following high school graduation.

Instructional materials assigned for use with dual enrollment courses will be provided at no cost by the School Board to include required textbook(s) and other instructional materials. The School Board will take ownership of the textbooks and other instructional materials at the time of purchase and may reuse materials whenever possible in future dual enrollment courses, as long as they are required for

such courses. The College is not responsible for providing transportation for dual enrollment participants.

XI. STUDENT ELIGIBILITY

An eligible secondary student is defined in F.S. §1007.271(2), as a student who is enrolled in a Florida public secondary school or a Florida non-public secondary school. An unweighted 3.0 high school GPA must be achieved and maintained to enroll in college credit courses. Students must also maintain a 2.0 college grade point average to continue in dual enrollment.

The high school guidance office is responsible for verifying that the student has earned the required scores on the proper placement test(s) in order to register for a specific course(s) and for verifying that the student is eligible for admission as a dual enrolled student. The guidance counselor at the high school will sign the registration form to verify that the student is eligible to take the dual enrollment course(s). Students may not enroll in the Collegiate High School program unless they have demonstrated proficiency in the basic competency areas of reading, writing, and mathematics by a postsecondary readiness assessment.

Students enrolling in the Collegiate High School Program must identify choice of academy based on their postsecondary education objective and goals. The College Dual Enrollment Coordinator is responsible for appropriate student academic advisement and educational planning. The College Dual Enrollment Coordinator is responsible for appropriate student academic advisement and educational planning. The Dual Enrollment Coordinator will work closely with students and high school guidance professionals in the development of student academic and education plans.

The high school is responsible for verifying that the student is eligible to apply for admission as a dual enrolled student in the Collegiate High School program. The student is responsible for applying for admission and meeting admission requirements prior to the published deadlines. Students with incomplete applications for admission will not be allowed to register. Incomplete applications may cause delays that prevent registration into the desired course or academy. Incomplete applications may cause delays that prevent registration into the desired course or academy, students with incomplete applications for admission will not be allowed to register in the Collegiate High School program.

Students may enroll in one of the Collegiate High School program academies as part-time or as full-time (Early Admission). Part-time Collegiate High School participants may enroll in up to 11 credit hours

but no less than 6 credit hours. If the number of credits for a student falls below 6 credit hours as a result of dropping or withdrawing from a course they will be considered as part-time dual enrollment but no longer be considered as a Collegiate High School program participant. Full-time Collegiate High School participants must enroll in a minimum of 12 college credit hours but may enroll in no more than 15 credits.

If a dual enrolled student receives a grade of "D" or "F" in any college credit course, the student must "sit out" the next term. This means the student cannot register the next available term as a dual enrolled student. If a dual enrolled student withdraws from a college credit course and receives the grade of "W," the high school guidance counselor makes the determination whether or not the student registers the next term.

Any course with the grade of "D" or "F" cannot be repeated without a written request to the College Dean of Academic Affairs from the high school guidance counselor. The final decision rests with the College.

APPENDIX A

COLLEGIATE HIGH SCHOOL ACADEMIES

I. Collegiate High School Information Technology Academy Curriculum

Course	Title	HS credit	NFCC Program	Industry Certification
CET 1600	Introduction to Networks	0.5 elective	CCC Network Security	X
CET 1610	Routing and Switching Essentials	0.5 elective	CCC Network Security	X
CTS 1387	Linux/Unix Fundamental	0.5 elective	CCC Network Security	
CET 1171	IT Essentials	0.5 elective	CCC Network Security	X
CET 2615	Scaling Networks	0.5 elective	CCC Network Security	X
CET 2620	Connecting Networks	0.5 elective	CCC Network Security	X
CIS 2352	Ethical Hacker I	0.5 elective	CCC Network Security	
CTS 2664	CCNA Security	0.5 elective	CCC Network Security	X
CIS 2381	Computer Forensics and Investigations	0.5 elective	CCC Network Security	
CTS 1120	Security +	0.5 elective	CCC Network Security	X

College Credit Certificate Program

The 30 credit hours that comprise the curriculum for this online program meet the requirements for the CCC Network Security. It is designed to equip career-seeking students with an advanced understanding of various networks and the information security issues faced by business and industry worldwide. Credits may articulate to an AS Network Systems Technology which is offered at some FCS institutions. Credits may also count toward AA degree as electives and may meet prerequisites for a 4 year degree in a related Information Technology program. The courses will be offered as a schedule to meet the required sequencing to prepare students for the related industry certifications.

Industry Certifications

CAPE Industry Certification	Code	*Courses
Cisco Certified Entry Network Technician (CCENT)	CISCO003	CET 1600, CET 1610
Cisco Certified Network Associate (CCNA)	CISCO 004	CET 1600, CET 1610, CET 2615, CET 2620
Cisco Certified Network Associate Security (CCNA Security)	CISCO011	CTS 2664
COMP TIA A+	COMPT001	CET 1171
COMP TIA Security+	COMPT008	CTS 1120

* Note that courses may have prerequisite or corequisite course requirements.

Delivery Method and Instructors

All courses will be offered as online delivery. All courses will be taught by industry certified instructors with more specialized courses such as Ethical Hacker I taught by John Sirmon and CCNA/CCNA Security courses taught by an adjunct.

Course	Instructor	Delivery
CET 1600	TBA Adjunct	Online
CET 1610	TBA Adjunct	Online
CTS 1387	John Sirmon	Online
CET 1171	John Sirmon or TBD adjunct	Online
CET 2615	TBA adjunct	Online
CET 2620	TBA adjunct	Online
CIS 2352	John Sirmon	Online
CTS 2664	TBA adjunct	Online
CIS 2381	John Sirmon	Online
CTS 1120	John Sirmon	Online

II. Collegiate High School Digital Media Academy Curriculum

Professional Core Courses for College Credit Certificates					
NFCC Course	Title	HS Credit	NFCC Program	Preparation for Industry Certification	Delivery/ Instructor
CGS 1100C	Computer Applications I	0.5 elective	AS Digital Media/Multimedia and all related CCCs	X	Traditional and Online/Guest or Brave Heart
GRA 2131C	Electronic Imaging	0.5 elective	AS Digital Media/Multimedia and all related CCCs	X	Tradition, Hybrid and Online/Guest
GRA 2207C	Advanced Electronic Imaging	0.5 practical arts	AS Media/Multimedia	X	Online/Guest
GRA 2117C	Computer Assisted Graphic Design	0.5 elective	AS Digital Media/Multimedia, CCC Authoring Specialization, CCC Production Specialization		Traditional, Hybrid and Online/Guest
GRA 2144C	Fundamentals of Web Design	0.5 elective	AS Digital Media/Multimedia and all related CCCs	X	Traditional and Hybrid/ Guest
GRA 2143C	Advanced Web Design	0.5 elective	AS Media/Multimedia, CCC Web Production	X	Online/Guest
GRA 2160C	Computer Animation	0.5 elective	AS Media/Multimedia, CCC Production Specialization, CCC Web Production	X	Traditional and Hybrid/ Guest

Additional Recommended Courses					
NFCC Course	Title	HS Credit	NFCC Program	Preparation for Industry Certification	Delivery/ Instructor
GRA 2140C	Interactive Media	0.5 elective	AS Media/Multimedia	X	Online/Guest
PGY 2401	Introduction to Photography	0.5 performing/fine arts	AS Media/Multimedia		Traditional and Hybrid/ Simmons
GEB 1011	Introduction to Business	0.5 elective	AS Media/Multimedia		Traditional, Hybrid and Online/ Brave Heart
CGS 1520	Multimedia Programming	0.5 elective	AS Media/Multimedia		Online/Guest
ARH 2000	Humanities Art	0.5 performing/fine arts	AS Media/Multimedia general education		Online/ Martilli
MGF 1106	Mathematics for Liberal Arts	1.0 mathematics	AS Media/Multimedia general education		Traditional/ Bryce

College Degree or Certificates for which Credits are Earned

If student completes all courses (21 credit hours) listed in the first table they will have met requirements for three different College Credit Certificates which are tied to the AS Digital Media/Multimedia. The specialization for those three CCCs are Authoring, Production, Web Production. These short-term certificates are designed to equip students with a skill set for immediate employment. All courses in these three certificates are required courses for completion of the AS Digital Media/Multimedia. Courses specific to the individual College Credit Certificates described may be found in the NFCC College Catalog.

The courses listed on the second table are recommended options beyond the 21 credits that will meet CCC requirements. These courses are also part of the AS Digital Media/Multimedia program as either as professional core or general education course.

Professional core courses may be transferrable to BAS Digital Media/Multimedia. General Education Courses recommended that will meet General Education Core Option state requirement for Humanities and for Mathematics as defined in F.A.C. 6A-14.0303.

Industry Certifications

CAPE Industry Certification	Code	Courses
Adobe Certified Associate Web Communication using Adobe – Dreamweaver	ADOBE010	GRA 2144C, GRA 2143C
Adobe Certified Associate Rich Media Communication using Adobe –Flash	ADOBE011	GRA 2160C, GRA 2140C
Adobe Certified Associate Visual Communication using Adobe-Photoshop	ADOBE012	GRA 2131C, GRA 2207C

III. Collegiate High School Business Academy Curriculum

NFCC Course	Title	HS Credit	NFCC Program	Preparation for Industry Certification
ACG 2021	Introduction to Financial Accounting	0.5 Elective	AS Business Administration, CCC Business Development and Entrepreneurship	
CGS 1100C	Computer Applications I	0.5 Elective	AS Business Administration, CCC Business Development and Entrepreneurship	X
ENT 1000	Introduction to Entrepreneurship	0.5 Elective	AS Business Administration, CCC Business Development and Entrepreneurship	
ECO 2013	Macroeconomics	0.5 elective	AS Business Administration, CCC Business Development and Entrepreneurship	
MAR 2011	Principles of Marketing	0.5 elective	AS Business Administration, CCC Business Development and Entrepreneurship	
OST 2335	Business Communication	0.5 elective	AS Business Administration, CCC Business Development and Entrepreneurship	
SBM 2000	Small Business Management	0.5 elective	AS Business Administration, CCC Business Development and Entrepreneurship	
GEB 2930	Business Administration Capstone	0.5 elective	AS Business Administration, CCC Business Development and Entrepreneurship	

CGS 1930C	Computer Science Special Topics: Web Business		AS Business Administration, CCC Business Development and Entrepreneurship	
ACG 2450	Microcomputers in Accounting	0.5 elective	AS Business Administration	X
CGS 2571	Computer Applications II	0.5 elective	AS Business Administration	X
GRA 2144C	Fundamentals of Web Design	0.5 elective	AS Business Administration	X
GRA 2143C	Advanced Web Design	0.5 elective	AS Digital Media/Multimedia	X

College Credential to Which Credits Can Apply

With the exception of GRA 2143C, all courses listed are either required or elective options for completion of the AS in Business Administration. Additionally, with completion of all but the last four listed courses students will have met requirements for the Technical (College Credit) Certificate in Business Development and Entrepreneurship. Courses in the outlined Business Collegiate High School Program that are common prerequisite courses for most Baccalaureate programs in Business are: CGS 1100C, ACG 2021, ECO 2013. Others may apply depending on transfer institution and intended Business degree.

Industry Certifications

The last four courses listed on the previous table will prepare students for the following Industry Certification(s):

CAPE Industry Certification	Code	Course(s)
QuickBooks Certified User	INTUT001	ACG 2450
Microsoft Office Specialist (MOS)	MICRO069	CGS 1100C, CGS 2571C
Adobe Certified Associate Web Communication	ADOBE010	GRA 2144C

Course Delivery Method and Instructors

Listed course delivery method(s) are based on how courses have been delivered in previous semesters. Traditional (face to face) delivery courses would meet at NFCC or may be delivered via video conferenced based on interest and availability of technology for delivery. Where multiple delivery methods are listed not all are available every term that course is offered.

NFCC Course	Title	Instructor	Delivery Method
ACG 2021	Introduction to Financial Accounting	Brave Heart	Traditional
CGS 1100C	Computer Applications I	Brave Heart, Guest	Online, Traditional
ENT 1000	Introduction to Entrepreneurship	Brave Heart	Hybrid
ECO 2013	Macroeconomics	Guest	Online, Traditional
MAR 2011	Principles of Marketing	Guest	Online
OST 2335	Business Communication	Brave Heart	Hybrid
SBM 2000	Small Business Management	Brave Heart	Traditional
GEB 2930	Business Administration Capstone	Brave Heart	Hybrid
CGS 1930C	Computer Science Special Topics: Web Business	Guest	Online
ACG 2450	Microcomputers in Accounting	Brave Heart	Hybrid
CGS 2571	Computer Applications II	Brave Heart	Hybrid
GRA 2144C	Fundamentals of Web Design	Guest	Traditional
GRA 2143C	Advanced Web Design	Guest	Online

IV. Collegiate High School AA General Academy Curriculum

General Education Core Course Options				
NFCC Course	Course Title	GE Subject Area	GE Core	HS Credit
ENC 1101	Freshman English I	Communications	X	1.0 English
MAC 1105	College Algebra	Mathematics	X	1.0 Mathematics
or STA 2023	Introductory College Statistics	Mathematics	X	1.0 Mathematics
or MGF 1106	Math for Liberal Arts I	Mathematics	X	1.0 Mathematics
or MGF 1107	Math for Liberal Arts II	Mathematics	X	1.0 Mathematic
or MAC 2311	Calculus I	Mathematics	X	1.0 Mathematics
ARH 2000	Humanities Art	Humanities	X	0.5 Performing/fine arts
or PHI 2010	Introduction to Philosophy	Humanities	X	0.5 elective
*AMH 2020	American History II	Social Science	X	0.5 Social Studies
or ECO 2013	Macroeconomics	Social Science	X	0.5 elective
or POS 2041	American Government	Social Science	X	0.5 social studies
or PSY 2012	Psychology	Social Science	X	0.5 elective
or SYG 1000	Introduction to Sociology	Social Science	X	0.5 elective
**BSC 1010C	Biology I	Natural Sciences	X	1.0 Science
or AST 1002/1002L	Introduction to Astronomy + Lab	Natural Sciences	X	1.0 Science
or BSC1005C	Introduction to Biology (non-majors course)	Natural Sciences	X	1.0 Science
or BSC 2085C	Anatomy & Physiology I	Natural Sciences	X	1.0 Science
or CHM 1045/1045L	General Chemistry I + lab	Natural Sciences	X	1.0 Science
or PHY 2048/2048L	General Physics w/Calculus + Lab	Natural Sciences	X	1.0 Science
or PHY 2053/2053L	General Physics I + Lab	Natural Sciences	X	1.0 Science

*Additional completion of AMH 2010 is considered preparation for American History EOC.

**Additional completion of BSC 1011C is considered to be preparation for Biology EOC.

Additional Information Regarding General Education Choices

Note that some of the General Education Courses may have prerequisite or corequisite course requirements. Collegiate High School AA General track students must take or have previously completed one General Education Core course from each of the five General Education areas as listed above. Note that courses listed are based on those in 2014 College Catalog and additional Core courses may be added to the NFCC 2015 College Catalog. Choice of Mathematics General Core Course Option should be based on students' intended meta-major or major. Refer to F.A.C. 6A-14.065 Meta-Major Academic Pathways for defined academic pathways for English and Mathematics for various meta-majors. Effective academic year 2015-2016, all FTIC students must meet General Education Core requirement. Refer to F.A.C. 6A-14.0303 General Education Core Course Options. For a student who has previously completed General Education Core course options for the five areas either another General Education or elective course may be substituted as part of the AA General Academy curriculum. Students should make informed choices based on their educational objective.

Some Recommended Elective Course Options			
NFCC Course	Title	HS Credit	Preparation for Industry Certification
ACG 2450	Microcomputers in Accounting	0.5 elective	X
GRA 2144C	Fundamentals of Web Design	0.5 elective	X
GRA 2143C	Fundamentals of Web Design	0.5 elective	X
GRA 2140C	Interactive Media	0.5 elective	X
GRA 2160C	Computer Animation	0.5 elective	X
GRA 2131C	Electronic Imaging	0.5 elective	X
GRA 2207C	Advanced Electronic Imaging	0.5 practical arts	X
CGS 1100C	Computer Applications I	0.5 elective	X
CGS 2571C	Computer Applications II	0.5 elective	X
CET 1600	Introduction to Networks	0.5 elective	X
CET 1610	Routing and Switching Essentials	0.5 elective	X
CET 2615	Scaling Networks	0.5 elective	X
CET 2620	Connecting Networks	0.5 elective	X
CET 1171	IT Essentials	0.5 elective	X
CTS 1120	Security +	0.5 elective	X
CTS 2664	CCNA Security	0.5 elective	X
SPC 1608	Fundamentals of Speech	0.5 Performing/fine arts	
SPN 1120	Elementary Spanish I	1.0 Foreign Language	
SPN 1121	Elementary Spanish II	1.0 Foreign Language	

General Information Regarding Electives

Note that some of the listed recommended electives may have prerequisite or corequisite course requirements. Effective 2014-2015, all FTIC students will be required to meet a foreign language competency requirement at the level of Elementary II for completion of an Associate of Arts degree. This can be met by completing 2 high school credits in the same foreign language take consecutively either taken as a high school course or as college credit. Other elective choices may be substituted. In selecting electives consideration should be given to intended degree and major to help with required common course prerequisites and transfer of credit.

Industry Certifications		
CAPE Industry Certification	Code	Preparation Courses
Adobe Certified Associate Web Communication using Adobe- Dreamweaver	ADOBE010	GRA 2144C, GRA 2143C
Adobe Certified Associate Rich Media Communication using Adobe- Flash	ADOBE011	GRA 2160C, GRA 2140C
Adobe Certified Associate Visual Communication using Adobe – Photoshop	ADOBE012	GRA 2131C, GRA 2207C
QuickBooks Certified User	INTUT001	ACG 2450
Microsoft Office Specialist Bundle Certification	MICRO069	CGS 1100C, CGS 2571C
Cisco Certified Entry Network Technician (CCENT)	CISCO003	CET 1600, CET 1601
Cisco Certified Network Associate (CCNA)	CISCO004	CET 1600, CET 1601, CET 2615, CET 2620
Cisco Certified Network Associate Security (CISCO Security)	CISCO011	CTS 2664
CompTIA A+	COMPT001	CET 1171
CompTIA Security+	COMPT008	CTS 1120

Delivery Method and Instructors

Most but not all General Education courses are available through online course delivery. Additional delivery options are: face to face (traditional), hybrid, video conferencing. All courses taken as part of an NFCC Collegiate High School program will be taught either by full time or adjunct instructors that are under NFCC paid contract. Specific subject area courses within a General Education area are not taught by all instructors listed every semester and adjunct staffing is based on need. Refer to semester Class Schedule for specific instructor and course delivery. General Education Core course instructors are as follows:

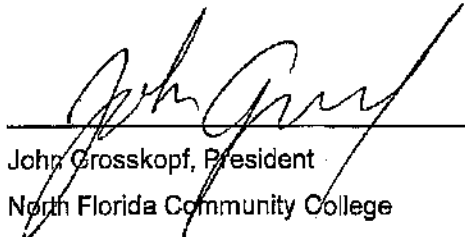
NFCC Instructors for Core General Education Courses*		
Gen Ed Area	Subject Area	Instructors
Communications	English	McCauley (FT), Knox (FT), Jegede (FT), Thompson, K. (PT)
Humanities	Humanities Art	Martilli (PT), Thompson, L. (FT)
Humanities	Philosophy	Paulk, D. (FT)
Social Science	History	Paulk, D(FT), Paulk, E. (FT), Welch (FT)
Social Science	Psychology	Palomino (FT), Moses (PT)
Social Science	Political Science	Cave (PT)
Social Science	Sociology	Cashwell (PT)
Social Science	Economics	Guest (FT)
Mathematics	Mathematics	Harris (FT), Bryce (FT), Taylor (FT)
Natural Sciences	Biological Sciences	Molnar (FT), Littlefield (FT), Stine(FT)
Natural Sciences	Chemistry	Agama (FT)
Natural Sciences	Physics	Maresch(FT)

* Listed faculty based on Fall 2014 NFCC instructional staff both fulltime (FT) and adjunct (PT). Note that NFCC may add additional core course options to both Humanities and Natural Sciences for Fall 2015 implementation which may impact above listing.

APPENDIX B**2014 -2015 Academic Year****North Florida Community College****Dual Enrolled Cost Per Credit Hour****Taught on NFCC Campus by NFCC Instructor****\$71.98/credit hour****Video Conference Delivery from NFCC Campus to High School Campus**

Instructional Cost (at average overload rate based on class of 13) (13*1.0765)	\$46.45
Less Public School Instructional Cost for Facilitator - ((\$17.04 * 15 weeks)/13)*\$1.0765)	\$21.16
Enrollment Services Cost (Admissions, Advisement, Registration, Records) Dual Enrollment = average of 12% or total FTE/3531 SSH	\$10.47
Administrative Oversight \$11957/3531 = \$3.38	
Registrar \$6062/3531 = \$1.71	
Admissions \$4507/3531 = \$1.27	
Advisement \$4923/3531 = \$1.39	
Registration & Records \$5183/3531 = \$1.46	
Accounts Receivable Billing \$4457/3531 = \$1.46	
Access Fee (Info Network, D2L, Library Databases)	\$2.00
Total Cost	\$37.76

We, the undersigned representatives of North Florida Community College and the District School Board of Suwannee County, agree to the terms of the program specific component of this Collegiate High School Agreement.




John Grosskopf, President
North Florida Community College

10-21-14

Date

Jerry A. Scarborough, Superintendent
Suwannee County School District

Date



Mike Williams, Chairman
District Board of Trustees
North Florida Community College

10-21-14

Date

Ed daSilva, Chairman
Suwannee County School Board

Date

"Approved as to Form and Sufficiency

BY _____

Leonard J. Dietzen, III
Rumberger, Kirk & Caldwell, P.A.
Suwannee School Board Attorney"

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Superintendent of Schools

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ED DA SILVA
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RONALD WHITE
DISTRICT 5

LEONARD J. DIETZEN, III
BOARD ATTORNEY

MEMORANDUM

TO: Jerry A. Scarborough, Superintendent of Schools *JAS/BB*
FROM: Mark A. Carver, Director of Facilities *MAC*
THRU: Vickie Music DePratter, Chief Financial Officer *VMD*
DATE: January 12, 2015
RE: Agenda Item for January 27, 2015, Regular Board Meeting

RECOMMENDATION:

The Superintendent recommends approval of the Certificate of Final Completion and final payment of Bid #14-201 to McInnis Services LLC for the Suwannee Primary School Covered Play Structure and Transportation and IT Shell Structure. Final project cost \$281,889.00.

BACKGROUND:

All work has been completed and a final inspection has been performed. A summary of all costs is attached.

AIA® Document G702™ - 1992

Application and Certificate for Payment

TO OWNER: Suwannee County School Board
702 2nd St. NW
Live Oak, FL 32064

PROJECT: Data/It and Covered Play Buildings
Retainage Payment for data building

APPLICATION NO: 008 retainage
PERIOD TO: December 15, 2014
CONTRACT FOR:
CONTRACT DATE: March 21, 2014
PROJECT NOS: / /

Distribution to:
OWNER: ☐
ARCHITECT: ☐
CONTRACTOR: ☐
FIELD: ☐
OTHER: ☐

FROM
CONTRACTOR: Melunis Services, LLC
P.O. Box 367
Obrien FL 32071

VIA
ARCHITECT: Architects RZK, Inc
600 Florida Ave, Suite 202
Cocoa, FL 32922

CONTRACTOR'S APPLICATION FOR PAYMENT

Application is made for payment, as shown below, in connection with the Contract. Continuation Sheet, AIA Document G703, is attached.

1. ORIGINAL CONTRACT SUM \$281,889.00

2. NET CHANGE BY CHANGE ORDERS \$0.00

3. CONTRACT SUM TO DATE (Line 1 + 2) \$281,889.00

4. TOTAL COMPLETED & STORED TO DATE (Column G on G703) \$281,889.00

5. RETAINAGE:

a. 10.00 % of Completed Work (Column D + E on G703) \$0.00

b. 10.00 % of Stored Material (Column F on G703) \$0.00

Total Retainage (Lines 5a + 5b or Total in Column I of G703) \$0.00

6. TOTAL EARNED LESS RETAINAGE (Line 4 Less Line 5 Total) \$281,889.00

7. LESS PREVIOUS CERTIFICATES FOR PAYMENT (Line 6 from prior Certificate) \$262,956.30

8. CURRENT PAYMENT DUE \$18,932.70

9. BALANCE TO FINISH, INCLUDING RETAINAGE (Line 3 less Line 6) \$0.00

CHANGE ORDER SUMMARY	ADDITIONS	DEDUCTIONS
Total changes approved in previous months by Owner	\$0.00	\$0.00
Total approved this Month	\$0.00	\$0.00
TOTALS	\$0.00	\$0.00
NET CHANGES by Change Order		\$0.00

The undersigned Contractor certifies that to the best of the Contractor's knowledge, information and belief the Work covered by this Application for Payment has been completed in accordance with the Contract Documents, that all amounts have been paid by the Contractor for Work for which previous Certificates for Payment were issued and payments received from the Owner, and that current payment shown herein is now due.

CONTRACTOR:

By: [Signature]

Date: 12/15/14

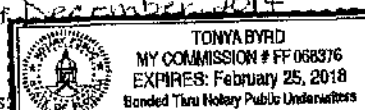
State of: Florida

County of: Suwannee

Subscribed and sworn to before me this 15 day of December, 2014

Notary Public:

My Commission expires:



ARCHITECT'S CERTIFICATE FOR PAYMENT

In accordance with the Contract Documents, based on on-site observations and the data comprising this application, the Architect certifies to the Owner that to the best of the Architect's knowledge, information and belief the Work has progressed as indicated, the quality of the Work is in accordance with the Contract Documents, and the Contractor is entitled to payment of the AMOUNT CERTIFIED.

AMOUNT CERTIFIED \$18,932.70

(Attach explanation if amount certified differs from the amount applied. Initial all figures on this Application and on the Continuation Sheet that are changed to conform with the amount certified.)

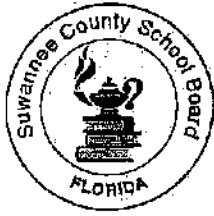
ARCHITECT:

By: [Signature]

Date: 12/16/14

This Certificate is not negotiable. The AMOUNT CERTIFIED is payable only to the Contractor named herein. Issuance, payment and acceptance of payment are without prejudice to any rights of the Owner or Contractor under this Contract.

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DISTRICT 5

LEONARD J. DIETZEN, III
BOARD ATTORNEY

June 23, 2014

McInnis Services, LLC
Mr. Luke McInnis, President
22061 Fletcher Rd
O'Brien, FL 32071

Dear Mr. McInnis:

Acting in regular session on Tuesday, February 25, 2014, the Suwannee County School Board unanimously approved to award Bid #14-201 for Suwannee Primary School Covered Play Structure and IT and Transportation Department Building Shell Structure for the lump sum of \$281,889.00 (\$92,562.00 for SPS covered Play Structure and \$189,327.00 for the Transportation/IT Building).

Please consider this letter as Notice to Proceed for both buildings. Work on this project may begin on June 23, 2014, provided it is in the limits of any permits that may be pending. The construction duration is 120 calendar days to achieve final completion. You may contact me regarding scheduling for this project, or with any questions or concerns.

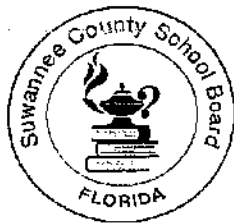
Note: Re: IT and Transportation Building - The construction duration to final completion is assuming the Suwannee River Water Management permit is issued within the next 30 days.

Sincerely,

Mark A. Carver
Director of Facilities

MAC/ss

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LEONARD J. DIETZEN, III
BOARD ATTORNEY

MEMORANDUM

TO: Jerry A. Scarborough, Superintendent of Schools *JAS/BS*
FROM: Lisa Dorris, Director of Food Service *LD/RW*
THRU: Vickie Music DePratter, Chief Financial Officer *CM* FOR VND
Bill Brothers, Director of Human Resources *BB*
DATE: January 15, 2015
RE: Agenda Item for the January 27, 2015, Regular Meeting

RECOMMENDATION:

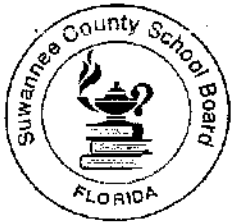
The Superintendent recommends approval of the following personnel item for the 2014-2015 school year:

- ▶ Transfer one (1) 6-hour food service worker position from Suwannee High School to Suwannee Primary School for the 2014-2015 school year.

BACKGROUND:

The feeding numbers have increased at Suwannee Primary School, therefore there is the need to supply Suwannee Primary Cafeteria with additional help.

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DISTRICT 3

ED DA SILVA
DISTRICT 4

RONALD WHITE
DISTRICT 5

LEONARD J. DIETZEN, III
BOARD ATTORNEY

MEMORANDUM

TO: Jerry A. Scarborough, Superintendent of Schools *JAS/BB*
FROM: Elizabeth Simpson, Director of Student Services *ES*
THRU: Vickie Music DePratter, Chief Financial Officer *VMD*
DATE: January 6, 2015
RE: Agenda Item for January 27, 2015, Regular Board Meeting

RECOMMENDATION:

The Superintendent recommends approval of the North East Florida Educational Consortium's (NEFEC) Add-On Endorsement Program for Prekindergarten Disabilities 2014. (A copy is available for review in the office of Student Services.)

BACKGROUND:

NEFEC created a program for providing professional learning options for their member districts (Baker, Bradford, Columbia, Dixie, Flagler, Florida School for the Deaf and the Blind, Gilchrist, Hamilton, Lafayette, Levy, Monroe, Putnam, Suwannee and Union) offering prekindergarten programs. The endorsement program is designed to increase the level of knowledge, expertise, and understanding of educators working with pre-kindergarten students with disabilities.

ES/ro



NEFEC

Prekindergarten Disabilities Add-On Endorsement Program 2014

A Cooperative Effort to Provide Professional Learning Options to Our
Member Districts Offering Prekindergarten Programs:

Baker, Bradford, Columbia, Dixie, Flagler, Florida School for the Deaf and the
Blind, Gilchrist, Hamilton, Lafayette, Levy, Monroe,
Putnam, Suwannee, and Union

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Prekindergarten Disabilities Add-On Endorsement Program

Rationale and Purpose

The Prekindergarten Disabilities Endorsement Program is designed to increase the level of knowledge, expertise, and understanding of educators working with prekindergarten students with disabilities. The endorsement is intended to raise the awareness of the unique characteristics, emotional/social needs, and other challenges and issues related to students with disabilities. It is designed to foster an understanding of policies and guidelines to ensure implementation of appropriate curriculum, differentiation, strategies, educational intervention, and support for this diverse population.

The North East Florida Educational Consortium (NEFEC) is comprised of small and rural school districts in the northeastern part of the state. The purpose of the Prekindergarten Disabilities Endorsement Program is to provide the NEFEC school districts with an alternative training program to reduce the number of out-of-field teachers in the area of prekindergarten students with disabilities education and to develop a pool of qualified and fully endorsed teachers with this specialized focus. The option of completing the NEFEC district's Prekindergarten Disabilities Endorsement Plan is available for teachers in lieu of taking college courses to earn the Prekindergarten Disabilities Endorsement.

Specialization requirements for the Prekindergarten Disabilities Endorsement are required for instructors who teach either course number 7650030 (Prekindergarten Disabilities: Age 0-2) or 7650130 (Prekindergarten Disabilities: Age 3-5) as listed in the Florida Course Code Directory. The district add-on endorsement is designed for teachers who currently hold certification in primary education, elementary education (K-6), early childhood education, or any exceptional student education Florida educator certificate.

While there are very few prekindergarten teachers in the NEFEC districts who are designated out-of-field currently, by 2019 approximately 30 teachers will need to earn Prekindergarten Disabilities Endorsement.

DISTRICT	# of PreK teachers out of field	Projected # of PreK teachers who will need endorsement through 2019	# of PreK SWD currently enrolled	Projected # of PreK SWD to be enrolled in 2019
Baker	0	0	30	30
Bradford	0	0	30	30
Columbia	2	2	81	101
Dixie	0	1	21	35
Flagler	0	0	50	90
FSDB	0	3	15	40
FSU Lab*	N/A			
Gilchrist	0	13	43	55
Hamilton	0	1	8	12
Lafayette	1	1	6	10
Levy				
Monroe	0	3	106	120
PK Yonge*	N/A			
Putnam	0	1	91	100
Suwannee	0	0	103	130
Union	0	1	5	7

*Prekindergarten Program is not offered

Curriculum

The curriculum for the Prekindergarten Disabilities Endorsement Program includes modules developed by the Bureau of Exceptional Education and Student Services. It addresses the FDOE Prekindergarten Disabilities Endorsement Competencies under the Individuals with Disabilities Education Act, Part B. Participants must demonstrate that they have acquired all the competencies (listed below) as identified by the FDOE.

FDOE Prekindergarten Disabilities Endorsement Competencies

HUMAN GROWTH AND DEVELOPMENT	
1.1	Define, discuss, and apply major theories of human growth and development.
1.2	Distinguish between differences related to cultural practices and educational delays as these relate to teaching children with disabilities.
1.3	Describe characteristics of each area listed below how these are exhibited in prekindergarten children and how they affect learning: developmentally delayed, established conditions, intellectual disabilities, emotional/behavioral disorders, specific learning disabilities, hearing impaired, vision impaired, speech/language impaired, physically impaired, health impaired, ASD.
1.4	Demonstrate knowledge of the nature and sequences of child development (birth through age eight) in each of the major domains (motor development (fine and gross, cognitive development, social development, communication development, language development, self-help skills).
1.5	Demonstrate knowledge of atypical development in relationship to typical development in the major domains (motor development (fine and gross, cognitive development, social development, communication development, language development, self-help skills).
1.6	Demonstrate knowledge of relevant medical information and how it may affect learning.
FAMILY AND COMMUNITY	
2.1	Use school, community, state, and federal resources to provide experiences leading to achievement of goals and objectives stated on each child's IEP.
2.2	Describe a continuum of educational settings from least to most restrictive environments and a variety of ancillary education, health, and social services.
2.3	Identify resources and referral agencies available to aid young children with disabilities and their families.
2.4	Recognize, understand, and accept differences in values across cultures and their educational significance.
2.5	Understand and apply basic systems theory to child, family, and community.
2.6	Develop appropriate strategies for education and involving parents in the education of their children.
2.7	Assist parents in becoming effective advocates for their children.
2.8	Describe stages of the grieving process experienced by parents of children with disabilities and communicate effectively with parents at each stage.
2.9	Identify physical and behavioral signs of child abuse and appropriately refer children consistent with legal and ethical requirements.
2.10	Use knowledge of local and state legal systems to assist young children with disabilities and their families.
2.11	Use appropriate procedures for preparing child, family, and other agencies for transition of young children with disabilities (Part C to Part B, PreK to K, Private to public, more to less restrictive environments).
ASSESSMENT	
3.1	Select and administer appropriate formal and informal assessments and use assessment information for developing and evaluating individual education plans.
3.2	Select and administer appropriate formal and informal assessments and use assessment information for developing and evaluating individual education plans.
3.3	Demonstrate an understanding of testing terminology (e.g., basal, ceiling, mean, reliability, validity, etc.).

3.4	Demonstrate an understanding of the diagnostic process, including specific steps prescribed in the district's Special Programs and Procedures (in-service).
3.5	Appropriately discuss educational assessment data with parents, school personnel, and community agencies.
3.6	Use data from home, school, and community to develop goals and objectives to assist the child in functioning successfully in these environments.
3.7	Write reports which summarize the results of formal, informal, and observational assessment and include recommendations for individual instructional goals and objectives in the major domains (motor, cognitive, social, communication, language, self-help, physical, adaptation).
3.8	Discuss uses and abuses of assessment instruments in the evaluation of infants and young children.
3.9	Demonstrate understanding of first and second language acquisition and the impact on the assessment process.
3.10	Evaluate the extent to which objectives are met following instruction.
CURRICULA, MATERIALS, INSTRUCTIONAL TECHNIQUES	
4.1	Identify and implement appropriate models, methods, approaches, and techniques for teaching prekindergarten children with disabilities in the major domains (motor, cognitive, social, communication, language, self-help, physical, adaptation).
4.2	Make use of specialized procedures and areas such as music, arts, crafts, creative dynamics, movement, adaptive devices, and assistive technology, to enhance the development of prekindergarten children with disabilities.
4.3	Participate in the development and implementation of an Individualized Educational Plan (IEP) appropriate to the cognitive, affective, and physical needs of the child.
4.3	Participate in the development and implementation of an Individualized Educational Plan (IEP) appropriate to the cognitive, affective, and physical needs of the child.
4.4	Apply task analysis to both instructional activities and curriculum materials.
4.5	Develop, adapt, and evaluate criteria and materials to meet individual child needs.
4.6	Provide instruction which enhances the affective growth and development of the child, including communication skills, interpersonal skills, and methods of dealing with conflict and frustration.
4.7	Identify and locate resources (personnel and materials) needed for instruction.
4.8	Recognize social forces which may impact the curricula and make necessary adjustments.
4.9	Apply theories of play in educational practice.
4.10	Apply the basic principles of learning approaches.
4.11	Prescribe and implement systematic individual instructional program based on the unique learning needs of the child.
4.12	Implement effective procedures for integrating preschool children with disabilities with their typically developing peers.
LEARNING ENVIRONMENT	
5.1	Establish effective learning environments based on individual child needs in consideration of the factors such as developmental levels and disabling conditions.
5.2	Design and manipulate aspects of a learning environment and learning routine in order to promote positive child adjustment and adherence to behavior standards.
5.3	Arrange the physical environment to facilitate different types of learning and disabling conditions.
5.4	Arrange schedules to use time and facilitate the child's active participation in learning.
5.5	Demonstrate effective behavior management techniques.
5.6	Establish effective classroom routines and procedures.
5.7	Demonstrate effective communication skills appropriate to the ages, ability levels, and disabling conditions of the students.

5.8	Develop and use effective teacher intervention techniques to minimize disruptive behavior and promote social skills.
MULTIDISCIPLINARY PROCESS	
6.1	Demonstrate an understanding of, and participation in the multidisciplinary approach to early intervention.
6.2	Understand the areas of expertise and communicate effectively with each member of the multidisciplinary team (e.g., ST, OT, PT, nutritionist, psychologist, social worker, other educators and medical personnel).
6.3	Understand the assessment report and recommendations provided by members of multidisciplinary teams and incorporate such data into intervention programs.
CONSULTATION AND COMMUNICATION	
7.1	Provide effective consultation to others involved in educational programming for exceptional children (e.g., parents, other professionals, agencies).
7.2	Interact and communicate with other teachers and specialist providing services to an individual student.
7.3	Communicate assessment results, instructional program, goals, and objectives for prekindergarten children with disabilities to parents, school personnel, community agencies, and other appropriate persons within the legal and ethical guidelines for confidentiality.
7.4	Identifies behaviors associated with teacher, parent, and child stress and demonstrates appropriate stress reduction or coping strategies.
7.5	Implement procedures such as physical adaptations, positioning, feeding, and oral stimulations prescribed by qualified specialists.

Specialization/Professional Studies

Competencies specific to the specialized field of Prekindergarten Disabilities as referenced on the website <http://www.florida-ese.org/prekdisabilities/> were used as a framework for the curriculum courses and materials designed for inclusion in the Prekindergarten Disabilities Endorsement Program.

Florida requires that all curricula taught in the public schools in this state are aligned to the Florida Standards (<http://www.fldoe.org/bii/curriculum/sss/>). The standards include access points for students with cognitive disabilities; these access points are useful for prekindergarten students with disabilities.

The two systems cited below were used to guide the development of all professional studies designed for and implemented with educators. All standards in these two systems must be checked for alignment before courses are approved for inclusion in the Prekindergarten Disabilities Endorsement Program and subsequently in the NEFEC Master Inservice Plan.

- *learningforward*, the professional learning association, Standards for Professional Learning (<http://learningforward.org/standards-for-professional-learning>)
- Florida's Professional Development System Evaluation Protocol Standards (<http://www.teachinflorida.com/LinkClick.aspx?fileticket=mvY2iafRNlc%3D&tabid=66>)

Instructional Design and Delivery

There are three modules in the Prekindergarten Disabilities Endorsement which cover development, assessment, and curriculum for young children. These modules may be used in lieu of taking college credit. In order to satisfy specialization requirements in Rule 6A-4.01792, Florida Administrative Code, participants must complete all three modules, as college credit nor teaching experience can be substituted for any of the three modules. This is not intended to be a self-paced online course. The modules were designed to be offered through a facilitated model and may be accessed completely by district staff only.

There are three modules: 1. Typical and Atypical Development; 2. Assessment and Evaluation; and 3. Curriculum. Each module includes sessions that contain agendas, PowerPoint presentations, trainer notes, materials, and resources. These modules were designed to be offered through a face-to-face facilitated model.

Instructional Strands

Typical and Atypical Development	Assessment and Evaluation	Curriculum
<ul style="list-style-type: none"> Studying Childhood Development: An Overview and Theories Studying Childhood Development: Understanding Typical vs. Atypical Development Nature and Sequence of Development Birth-2 years: Newborns, Infant Physical and Motor Development Nature and Sequence of Development Birth-2 years: Infant Cognitive, Communication, and Social Development Nature and Sequence of Development: Preschool (3-5 years) Physical and Motor Development and Cognitive Development 	<ul style="list-style-type: none"> Background Assessment Information Challenges, Indicators of Effectiveness, Terminology Informal Assessment, Terminology, Identification for Referral: Screening Diagnosis and Determination of Disability, Cognitive Assessment Diagnosis and Determination of Disability, Communication Assessment, Motor Assessment Diagnosis and Determination of Disability, Adaptive Behavior, Social and Emotional Development 	<ul style="list-style-type: none"> Introduction and Background Information Individualized Family Services Plan (IFSP) and Individual Educational Plan (IEP) Educational Environment Universal Curriculum Design and Building Blocks for Children with Special Needs Understanding Inclusion Implementing Inclusion Promoting Cognitive Skills - Part I Promoting Cognitive Development - Part II Promoting Communication Skills Promoting Early Literacy Skills in Children with Disabilities

<ul style="list-style-type: none"> • Nature and Sequence of Development: Preschool (3-5 years) Speech-Language and Social-Emotional Development • Nature and Sequence of Development: In the Primary Years (ages 6-8) • Exceptional Education Programs: Characteristics of Students with Disabilities • Understanding Families and Systems Theory • Working with Culturally Diverse Families 	<ul style="list-style-type: none"> • Determination of Eligibility, BDI-2 • Sharing Assessment Results with Families, Program Planning • Special Considerations, Sharing of Assessment Results, and Putting It All Together • Case Study, Program Monitoring, Program Accountability 	<ul style="list-style-type: none"> • Second Language Learners and Promoting Play in Children with Disabilities • Promoting Social-Emotional Competence
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Training Components

MODULE 1: TYPICAL AND ATYPICAL DEVELOPMENT

COMPONENT IDENTIFIER NUMBER:

2-100-009

Maximum Inservice Points:

60

GENERAL OBJECTIVE:

The primary focus of this module is to provide educators with information about child development to guide instruction. Understanding the key areas of development and the diverse behaviors and characteristics associated with the developmental levels can guide teachers in problem-solving to use data in determining which interventions result in increased achievement.

SPECIFIC OBJECTIVES:

Upon completion of professional learning objectives delivered in accordance with the learning (delivery) methods, participants will be able to:

- Define development and identify the importance of studying childhood development.
- Demonstrate understanding of the relationship between developmentally appropriate practices and developmental theories.
- Identify rationale for studying child development from a multicultural perspective.

- Identify the predominant theories and related theorists of child development and understand how theories help educators.
- Define, discuss, and apply the six major theories of development.
- Define key terminology related to typical and atypical development.
- Identify key factors relating to influences on childhood development, including cultural influences, risk, resilience, vulnerability, and protective factors.
- Describe origins of disability and developmental delay during early childhood.
- Identify and understand adverse factors of the pre-, peri-, and post-natal periods of development
- Describe the physical characteristics of the newborns.
- Understand the characteristics and functions of psychological states of the newborn.
- Describe newborn reflexes and their implications for development, interaction, and health care.
- Identify indicators and primary causes of atypical infant development.
- Identify the major physical characteristics of infants.
Identify and sequence the acquisition of motor skills in infants.
- Name and summarize Piaget's six stages of infant cognitive development.
- Identify and define Piaget's domains of sensorimotor development.
- Identify sources of variations in infant cognitive development.
- Recognize indicators of atypical cognitive development.
- Identify and sequence speech-language milestones.
- Recognize indicators of atypical speech-language development.
- Define attachment and understand how it forms as well as its impact on development.
- Identify the major temperaments identified in infancy.
- Describe physical characteristics of preschool children.
- Identify and sequence motor (gross and fine) abilities.
- Describe the stages of development in drawing skills.
- Identify the indicators of atypical fine and gross motor development.
- Understand the challenging conditions that affect motor development.
- Identify the key characteristics of various theoretical perspectives of preschool cognitive skills.
- Recognize characteristics and indicators of atypical cognitive development in preschoolers.
- Identify and define the components of communication.
- Identify and sequence the major speech-language milestones for preschool children.
- Identify the impact of bilingualism on the development of components of language.
- Recognize characteristics of atypical communication development.
- Describe the connection between symbolic thought and play development in preschool children.
- Define sociodramatic play and identify its main elements.
- Identify and sequence the social-emotional milestones of preschoolers.
- Define and identify the functions of initiative.
- Understand social competence and identify the positive and negative influences.

- Recognize the physical growth and motor development patterns of primary aged children.
- Identify effects of poverty and challenging conditions on physical and motor development.
- Identify the critical components of the cognitive theories and their impacts on development.
- Recognize and describe the characteristics of atypical cognitive development.
- Identify the major characteristics of speech and language development during the primary years.
- Identify characteristics of atypical speech and language in primary aged children.
- Identify the primary social-emotional changes during this period.
- Recognize characteristics of atypical social-emotional development during the primary years.
- Define special education.
- Recognize the definitions and key characteristics of the following disabilities: developmental delay, intellectual disability, specific learning disabilities, speech and language impairment, emotionally/behaviourally disordered, physically impaired, hearing impaired, visually impaired, autism spectrum disorder.
- Recognize the role of family on a child's development.
- Identify the impacts of having a child with special needs on a family.
- Recognize and understand differences in values across cultures and how they impact educational experiences.
- Demonstrate the ability to identify community resources and encourage advocacy to help families meet the needs of their child with a disability and their family.
- Identify critical areas that affect the formation of effective relationships between families and early childhood professionals.
- Identify ways in which various cultures view and accept disabilities.
- Define cultural reciprocity and identify the steps in the cultural reciprocity process.
- Identify challenges, as well as cultural characteristics, that may impede parental involvement.
- Identify strategies to increase parental involvement in the school and/or classroom.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION:

To earn credit, participants must complete professional learning activities listed above and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader.

Learning (Delivery) Methods: A,D,I,J,K

Implementation Methods: M,N,O,P,Q,T

Evaluation Methods

Staff: A,B,C,D,E,F
Student: A,B,C,D
FEAP: A1, A2, A3, B1

Typical and Atypical Development References

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MODULE 2: ASSESSMENT AND EVALUATION

COMPONENT IDENTIFIER NUMBER:

4-102-005

Maximum Inservice Points:

60

GENERAL OBJECTIVE:

The primary focus of this module is to provide educators with information about assessments and evaluation to guide decision-making for the instruction of prekindergarten students. The module includes assessments for cognitive skills, communication, and motor skills, diagnosis, determination of disability, identification for referral, and sharing assessment results.

SPECIFIC OBJECTIVES:

Upon completion of professional learning objectives delivered in accordance with the learning (delivery) methods, participants will be able to

- Define assessment.
- Discuss the significance of the assessment and diagnostic process.
- Discuss assessment as a continuum of activities.
- List legal reasons for assessment.
- Discuss the types and purposes of assessment.

- Articulate NAEYC key recommendations for assessment.
- Articulate DEC best practice guidelines and central dimensions.
- Discuss the balance that must exist between valid and efficient assessment.
- List and discuss challenges, uses, and abuses of assessment instruments inherent in the evaluation of infants and young children.
- List and discuss indicators of effective assessment.
- Understand and identify key terminology related to formal assessment procedures.
- Understand and utilize the bell curve to interpret assessment results.
- Understand and identify key terminology related to criterion-referenced measures.
- Understand and identify key terminology related to informal assessment measures.
- Discuss legal reasons for screening activities.
- Define screening activities, including the purpose.
- Understand and be able to discuss informal screening activities.
- List the activities involved in a complete screening.
- Describe an effective screening instrument.
- Become familiar with a variety of different screening instruments.
- Discuss assessment for diagnosis/determination of eligibility.
- List Part B and Part C information related to the assessment of young children.
- List Part B educational programs for disabled students.
- Discuss the challenges of diagnosing young children for the purposes of eligibility.
- Discuss a number of assumptions that are inherent to the diagnostic process.
- Define cognition.
- Discuss the need for cognitive assessment.
- Discuss formal, criterion referenced, and informal cognitive assessment procedures.
- Become familiar with formal, criterion referenced, and informal cognitive assessment instruments.
- Discuss the implications of cognitive assessment.
- Define Developmental Delay according to the Florida District's SP&P.
- Define communication and communication disorders.
- State why we assess communication skills.
- Become familiar with formal and informal procedures for assessing communication skills.
- Describe the implications of deficits in communication skills.
- Discuss diagnosis and determination of disabilities in the area of communication.
- Define fine and gross motor.
- State why we assess motor skills.
- Describe the implications of deficits in motor development.
- Discuss diagnosis and determination of disabilities.
- Define adaptive behavior and adaptive behavior disorders.
- Share why we assess adaptive behavior.
- Become familiar with formal and informal procedures for assessing adaptive behavior.
- Describe the implications of deficits in adaptive behavior.
- Discuss diagnosis and determination of disabilities in the area of adaptive behavior.
- Define social competence.
- Share why we assess social competence.
- Describe the implications of deficits in social/emotional skills.

- Discuss diagnosis and determination of disabilities in the area of social/emotional skills.
- Be familiar with strategies that facilitate collaboration with families and caregivers.
- Be familiar with special considerations for assessment of certain populations of children.
- Use data from the BDI-2 and appropriate formal and informal assessments for assessing achievement, report writing, sharing results, and developing an IEP.
- Become familiar with the purposes of the BDI-2.
- Administer the BDI-2.
- Score and interpret the BDI -2.
- Use a template to write an assessment report.
- Become familiar with strategies for sharing assessment results with families;
- Be knowledgeable about using data from home, school, and community to develop goals and objectives.
- Be knowledgeable about program planning and IEP development;
- Identify required components of an IEP;
- Write an IEP including all required components.
- Be familiar with special considerations for assessment of certain populations of children;
- Use information from the BDI-2 and other formal and informal assessment measures for: interpretation, report writing; sharing results; and developing an IEP.
- Demonstrate an understanding of the diagnostic process, including specific steps prescribed in the district's SP & P.
- Know the steps in implementing the IEP.
- Define the purposes of program monitoring activities;
- Discuss appropriate modifications based on program monitoring activities;
- Define the purposes of program accountability activities;
- Be knowledgeable about the Florida Part B State Performance Plan for program accountability.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION:

To earn credit, participants must complete professional learning activities listed above and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader.

Learning (Delivery) Methods: A,D,I,J,K

Implementation Methods: M,N,O,P,T

Evaluation Methods

Staff: A,B,C,D,E,F

Student: A,B,C,D

FEAP: G

Assessment and Evaluation
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MODULE 3: CURRICULUM

COMPONENT IDENTIFIER NUMBER: 2-105-001

Maximum Inservice Points: 60

GENERAL OBJECTIVE:

The primary focus of this module is to provide educators with information about the foundation of early childhood education and to understand the importance of program quality to ensure instruction appropriate to the needs of prekindergarten students with disabilities.

SPECIFIC OBJECTIVES:

Upon completion of professional learning objectives delivered in accordance with the learning (delivery) methods, participants will be able to:

- Describe the history of early childhood education.
- Understand the impact that IDEA, Part C and Part B, have on the education of young children with disabilities.
- Describe changes in service delivery models, including the transition from Part C to Part B
- Define "Family centered Services."

- Describe service delivery options, LRE, and the continuum of services in Florida.
- Demonstrate an understanding of, and strategies for participating and communicating effectively, as part of a teaming approach to assessment and intervention.
- Understand, describe, and utilize an IFSP.
- Understand, describe, and utilize an IEP.
- Demonstrate ability to read and use IEPs appropriately for students in preschool with disabilities.
- Demonstrate ability to write appropriate IEPs for students in preschool with disabilities.
- Understand and explain the importance of creating an appropriate educational environment.
- Understand the importance of program quality in early childhood.
- Demonstrate an understanding of setting the physical environment in preschool.
- Demonstrate an understanding of the importance of safety and cleanliness in the pre-k classroom.
- Demonstrate the ability to create an appropriate schedule in the pre-k classroom.
- Demonstrate an understanding of appropriate child/child and adult/child interactions in pre-k.
- Understand the importance of involving families in the pre-k classroom.
- Demonstrate an understanding of the importance of developmentally appropriate curriculum in pre-k.
- Demonstrate an understanding of the components of a universally designed curriculum
- Demonstrate understanding of making accommodations, embedding learning objectives and using direct instruction.
- Demonstrate an understanding of why we include children with special needs.
- Understand how to include children with special needs.
- Describe accommodations.
- Describe modifications/adaptations.
- Demonstrate understanding of the components necessary to successfully include young children with special needs.
- Demonstrate the ability to choose appropriate curriculum accommodations, modifications, and adaptations when including young children with special needs
- Demonstrate knowledge of developmental norms in the cognitive domain.
- Demonstrate knowledge of the identification of intellectual disabilities.
- Demonstrate knowledge of goals and benchmarks for young children in the cognitive domain.
- Demonstrate knowledge of working with young children with intellectual disabilities
- Demonstrate knowledge of successful strategies used when teaching young children with intellectual disabilities.
- Demonstrate knowledge of specific accommodations and modifications used when teaching young children with intellectual disabilities.
- Demonstrate knowledge of teaching young children with intellectual disabilities in an inclusive classroom.
- Demonstrate knowledge of developmental norms in and identify communication delays and disabilities in young children.

- Develop goals and benchmarks for young children with communication delays and disabilities.
- Demonstrate knowledge of strategies to use when working with young children with communication delays and/or disabilities.
- Demonstrate knowledge of including young children with communication delays and/or disabilities in a classroom with typically developing peers.
- Demonstrate knowledge of benefits of integrating speech-language therapy into the classroom.
- Demonstrate knowledge of early literacy.
- Identify challenges faced by our society regarding early literacy.
- Demonstrate knowledge of the skills and abilities that support literacy.
- Demonstrate knowledge of challenges to early literacy outcomes for children with disabilities.
- Demonstrate knowledge of resources to support early literacy for children with disabilities.
- Demonstrate comprehensive knowledge of sessions 1-10.
- Explain how language acquisition impacts learning.
- Demonstrate knowledge regarding the identification of young second language learners with special needs.
- Demonstrate knowledge of strategies utilized to enable second language learners with special needs to succeed.
- Explain accommodations and modifications to use with second language learners with special needs.
- Demonstrate knowledge of including second language learners with special needs.
- Demonstrate an understanding of the importance of play for all children.
- Identify strategies for supporting the development of friendship skills.
- Define emotional literacy and identify activities that build "feeling vocabularies."
- Understand the importance of providing opportunities for children to begin to understand their own, as well as others' emotions.
- Understand why children need to learn to control anger and handle disappointment and will be able to identify strategies to teach anger management skills.
- Understand the importance of teaching problem solving and will be able to identify problem solving steps.
- Describe methods that may be used to determine the function of challenging behavior.
- Use interview and observational data to determine the communicative function of challenging behavior and develop behavior hypotheses.
- Identify the steps of the process of Positive Behavior Support (PBS).
- Describe strategies that may be used to prevent challenging behavior.
- Identify replacement skills that may be taught to replace challenging behavior.
- Identify how to respond in a way that does not maintain or reinforce challenging behavior.
- Develop a behavior support plan for a case study child
- Demonstrate knowledge of developmental norms regarding motor development.
- Demonstrate knowledge of the identification of young children with motor impairment.

- Explain the development of goals and benchmarks for young children with motor impairment.
- Demonstrate knowledge of working with young children with motor impairments.
- Demonstrate knowledge of the utilization of successful strategies with young children with motor impairments.
- Demonstrate knowledge of accommodations and modifications used with young children with motor impairments.
- Demonstrate knowledge of including young children with motor impairments
- Demonstrate knowledge of proper nutrition when working with young children.
- Demonstrate knowledge of the use of cooking and socializing during meals and snacks in preschool.
- Demonstrate knowledge of potential malnutrition of children with disabilities
- Demonstrate knowledge of feeding plans and positioning techniques when feeding preschool children with disabilities.
- Demonstrate knowledge of how to encourage young children to self-feed.
- Demonstrate knowledge of vision and hearing development.
- Demonstrate knowledge of the incidence rate of vision/hearing impairment.
- Demonstrate knowledge of the identification of vision and hearing impairments in young children.
- Demonstrate knowledge of goals and benchmarks appropriate for young children with vision/hearing impairment.
- Demonstrate knowledge of working with young children with vision/hearing impairments.
- Demonstrate knowledge of including students with hearing/vision impairments.
- Demonstrate knowledge of successful strategies used when working with young children with vision/hearing impairments.
- Demonstrate knowledge of accommodations and modifications used when working with young children with vision/hearing impairments.
- Demonstrate knowledge of the identification of young children with Autism Spectrum Disorders (ASD)
- Demonstrate knowledge of establishing goals and benchmarks for young children with ASD
- Demonstrate knowledge regarding working with young children with ASD
- Demonstrate knowledge of successful strategies to use with young children with ASD
- Demonstrate knowledge of accommodations and modifications used with young children with ASD
- Demonstrate knowledge of including young children with ASD
- Demonstrate knowledge of the meaning and background of sensory integration.
- Demonstrate knowledge of how sensory integration relates to autism.
- Demonstrate knowledge of the signs of a sensory integration dysfunction.
- Demonstrate knowledge of sensory integration therapy.
- Demonstrate knowledge of the history of technology for individuals with special needs in education.
- Demonstrate knowledge of assistive technology.

- Demonstrate knowledge of instructional technology.
- Demonstrate knowledge of legislation affecting use of technology in education.
- Demonstrate knowledge of selecting and using appropriate assistive technology for young children.
- Demonstrate knowledge of planning for the young child's articulation to kindergarten (future placement).
- Demonstrate knowledge of monitoring a student's progress and using data to adjust or plan new interventions.
- Demonstrate knowledge of program evaluation and revising a program's components if they are not successful.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION:

To earn credit, participants must complete professional learning activities listed above and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader.

Learning (Delivery) Methods: A,D,I,J,K

Implementation Methods: M,N,O,P,Q,T

Evaluation Methods

Staff: A,B,C,D,E,F,G

Student: A,B,C,D,F

FEAP: A1, A2, A3, B1

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Matrix

Competency Number	Component Number	Method of Competency Demonstration
Human Growth and Development		
1.1	2-100-009	Session 1 - Small Group Activity, Large Group Discussion, Portfolio Activity
1.2	2-100-009	Session 10 - Small Group Activity, Portfolio Activity
1.3	2-100-009	Session 8 - Small Group Activity, Portfolio Activity
1.4	2-100-009	Sessions 3, 4, 5, 6, 7 - Small Group Activity, Large Group Discussion, Portfolio Activity
1.5	2-100-009	Session 2 - Small Group Activity, Large Group Activity, Portfolio Activity
1.6	2-100-009	Sessions 4, 5 - Small Group Activity, Large Group Discussion, Portfolio Activity
Family and Community		
2.1	2-100-009	Session 9 - Small Group Activity, Large Group Discussion, Portfolio Activity
2.2	2-100-009	Session 9 - Small Group Activity, Large Group Discussion, Portfolio Activity
2.3	2-100-009	Session 9 - Small Group Activity, Large Group Discussion, Portfolio Activity
2.4	2-100-009	Session 9 - Small Group Activity, Large Group Discussion, Portfolio Activity
2.5	2-100-009	Session 10 - Portfolio Activity
2.6	2-100-009 2-105-001	Session 10 - Portfolio Activity Session 3 - Class Activities, Portfolio Activity
2.7	2-100-009	Session 9 - Small Group Activity, Large Group Discussion, Portfolio Activity
2.8	2-100-009	Session 10 - Portfolio Activity
2.9	2-100-009	Session 10 - Portfolio Activity
2.10	2-100-009	Session 9 - Small Group Activity, Large Group Discussion, Portfolio Activity
2.11	2-100-009 2-105-001	Session 9 - Small Group Activity, Large Group Discussion, Portfolio Activity Session 20 - Class Activity, Portfolio Activity
Assessment		
3.1	4-102-005	Session 1 - Assessment, Small Group Activity
3.2	4-102-005	Sessions 3, 7 - Assessment Activity, Portfolio Activity
3.3	4-102-005	Sessions 2, 3 - Vignette Activity, Terminology Matching Activity, Assessment Activity
3.4	4-102-005	Sessions 4, 5, 6 - Portfolio Activities
3.5	4-102-005	Session 8 - Class Activity, Portfolio Activity
3.6	4-102-005	Sessions 8, 9 - Class Activity, Portfolio Activity, Whole Group Activity

3.7	4-102-005	Sessions 7, 9 - Portfolio Activity, Whole-Group Activity
3.8	4-102-005	Session 9 - Class Activity, Portfolio Activity
3.9	4-102-005	Session 9 - Class Activity, Portfolio Activity
3.10	4-102-005	Session 10 - Class Activity, Portfolio Activity
Curricula, Materials, Instructional Techniques		
4.1	2-105-001	Sessions 3, 4, 5, 7, 8, 9, 10, 15 - Class Activities, Portfolio Activity
4.2	2-105-001	Sessions 14, 19 - Class Activities, Portfolio Activity
4.3	2-105-001	Session 2 - Class Activities, Portfolio Activity
4.4	2-105-001	Session 4 - Class Activities, Portfolio Activity
4.5	2-105-001	Session 2, 4 - Class Activities, Portfolio Activity
4.6	2-105-001	Session 12 - Class Activities, Portfolio Activity
4.7	2-105-001	Session 4, References - Class Activities, Portfolio Activity
4.8	2-105-001	Session 12 - Class Activities, Portfolio Activity
4.9	2-105-001	Session 11 - Class Activities, Portfolio Activity
4.10	2-105-001	Session 4 - Class Activities, Portfolio Activity
4.11	2-105-001	Sessions 16, 17, 18 - Class Activities, Portfolio Activity
4.12	2-105-001	Sessions 5, 6 - Class Activities, Portfolio Activity
Learning Environment		
5.1	2-105-001	Sessions 1, 3 - Class Activities, Portfolio Activity
5.2	2-105-001	Session 3 - Class Activities, Portfolio Activity
5.3	2-105-001	Session 3 - Class Activities, Portfolio Activity
5.4	2-105-001	Session 3 - Class Activities, Portfolio Activity
5.5	2-105-001	Sessions 6, 13 - Class Activities, Portfolio Activity
5.6	2-105-001	Session 3 - Class Activities, Portfolio Activity
5.7	2-105-001	Session 9 - Class Activity, Portfolio Activity
5.8	2-105-001	Session 13 - Class Activities, Portfolio Activity
Multidisciplinary Process		
6.1	2-100-009	Session 9 - Small Group Activity, Large Group Discussion, Portfolio Activity
6.2	4-102-005	Session 9 - Class Activity, Portfolio Activity
6.3	4-102-005	Session 3 - Class Activities, Portfolio Activity
Consultation and Communications		
7.1	2-100-009	Session 10 - Portfolio Activity
7.2	4-102-005	Sessions 8, 9 - Class Activity, Portfolio Activity
7.3	4-102-005	Sessions 8, 9 - Class Activity, Portfolio Activity
7.4	2-105-001	Sessions 12, 13 - Class Activities, Portfolio Activity
7.5	2-105-001	Session 15 - Class Activities, Portfolio Activity

Instructors

Selection of instructors for the District Alternative Program for Add-On Certification: Prekindergarten Disabilities Endorsement will be based on the following minimum selection criteria:

- Current Florida teaching certificate in Prekindergarten/Primary Education and Exceptional Student Education
- Background of successful staff development and/or adult training expertise
- Minimum of three years successful teaching or clinical experience with prekindergarten exceptional students
- Commitment to carry out the number of hours of instruction, individual participant consultation, and follow-up specified in each training module
- Commitment to use and maintain the integrity of the published training materials known as the Prekindergarten Endorsement modules
- Commitment to the Prekindergarten Endorsement Program and to the delivery of training at times and places convenient to the participants

Completion Requirements

The option of completing the three modules is available for teachers in lieu of taking college courses to earn the Prekindergarten Disabilities Endorsement. In order to satisfy specialization requirements in Rule 6A-4.01792, Florida Administrative Code, participants must complete all three modules. Neither college credit nor teaching experience can be substituted for any of the three modules.

Program Completion

Satisfactory completion of all required training activities in each module/component and demonstration of mastery of all competencies within are required for program completion.

Satisfactory completion of individual components may be demonstrated through:

- Instructor's verification of successful demonstration of all applicable competencies and products within the component of the approved add-on program
- Verification of successful demonstration of all applicable competencies within a component of another district's Prekindergarten Disabilities Program conducted by personnel from the district's staff development office and applied when reasonable equivalency between the components is established through a review of the approved program

In order to satisfy specialization requirements in Rule 6A-4.01792, Florida Administrative Code, participants must complete all three modules. Neither college credit nor teaching experience can be substituted for any of the three modules.

Competency Demonstration

All those pursuing the addition of the Prekindergarten Disabilities Endorsement to their Florida Educators' Certificates must earn a minimum of 240 inservice points by successfully completing the prescribed set of inservice components including the demonstration of all competencies required for the endorsement or through documented evaluation means. In general, competency demonstration will be

done through products, tests, classroom demonstrations, and/or portfolios; however, procedures for evaluation of competency achievement within components will vary depending on the nature of the competency. Inservice training credits for those completing the add-on program will be awarded on the basis of a candidate's successful completion of the components, direct instruction, and follow-up activities.

Competency Verification

Verification of competencies other than through the procedures stated above is not an option for the Prekindergarten Disabilities Endorsement Program. Certificates will be issued to successful completers as a record of competency completion.

Program Evaluation

Evaluation Plan

Program assessment techniques, training components, and competency acquisition by individual participants will be used to evaluate the Prekindergarten Disabilities Endorsement Program. Methods by which the component coordinator will determine successful completion of individual participants are described for each component.

Individual participants will be evaluated on the basis of having acquired the necessary competencies as verified by the instructor in accordance with approved methods and criteria.

Participants, using district staff development program procedures, will evaluate each training component.

The program may be assessed by participants, instructors, staff development personnel, district Exceptional Student Education director, principals, or school-level coaching specialists to determine program effectiveness and program efficiency in terms of management, operation, and delivery.

The budget for Prekindergarten Disabilities Endorsement will mostly be borne by the participating districts. Districts may be able to participate in FDLRS-sponsored courses that are offered free of charge. In some cases, districts may offer stipends to participants for successful completion time. Staff development personnel will monitor administrator time and effort to ascertain intangible program costs.

Methods by which the component coordinator will determine the impact of the component on the individual's job performance and/or classroom, school, work setting are described as part of each component evaluation.

Management

The NEFEC Organization of Educational Leaders (NOEL) Key District Contacts and District Professional Development Coordinators along with the NEFEC Master Inservice Plan/Endorsement Coordinator will be responsible for the overall management of the add-on program. Inservice training will be offered by districts and regional service providers. NEFEC will be responsible for updating the program as necessary and, when appropriate, advertising the availability of the courses to districts.

Candidate Application and Admission

The individuals designated above will share the process for application, admission, and verification of the Prekindergarten Disabilities Endorsement Program. Eligibility to participate in the program is predicated on a candidate's holding a valid Florida Professional or Temporary Certificate based upon a bachelor's degree or higher with certification in an academic, degreed vocational, administrative, or specialty class coverage, and being currently employed by the School District.

A candidate who enters the program based on a temporary certificate must show proof of eligibility for a Professional Certificate prior to the district's verification of completion of the program. Permanent substitutes with valid full-time Florida Temporary or Professional Education Certificates are eligible to enroll in the program.

Enrollment preference will be given to educators that are currently classified as in need of Prekindergarten Disabilities Endorsement to meet employment requirements. Other participants will be admitted to the Prekindergarten Disabilities Endorsement Program as part of their Individual Professional Learning Plan or to earn inservice credit for recertification purposes.

Advisement

Individualized advisement will be provided by the appropriate district personnel in collaboration with the course instructor on matters related to the endorsement offerings, training requirements, and progress toward completion of the Prekindergarten Disabilities Endorsement Program. The district will ensure that staff members are available to assist candidates with the initial program orientation, inservice training requirements, and progress toward successful program completion.

Attendance Requirement for Inservice Points

Attendance is mandatory unless because of serious illness or extreme emergency the instructor excuses the absence. Excused absence class hours must be satisfied through a schedule approved by the instructor. When participants have completed all program completion requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. District staff will acknowledge completion of all components and notify the Florida Department of Education.

Transfer and Utilization of Credit (College or Inservice)

Credit earned in college courses may not be considered for transfer of credit to this add-on endorsement program. Participants have the option of earning the Prekindergarten Disabilities Endorsement completely with college courses or through the Prekindergarten Disabilities Add-On Endorsement Program, but not a combination of the two. In order to satisfy specialization requirements in Rule 6A-4.01792, Florida Administrative Code, participants must complete all three modules. Neither college credit nor teaching experience can be substituted for any of the three modules.

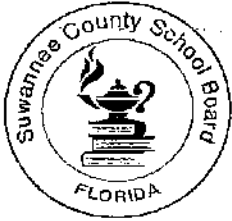
Certification of Completion

When participants have completed all program requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. Since records are kept during each step of the Prekindergarten Disabilities Endorsement Program by district staff development personnel, a professional development tracking system, or other inservice tracking systems, documentation is easily accessed by district staff to verify successful completion of all components. After the local verification process is complete, the district designee will notify the Florida Department of Education.

School Board Approval

In order for the Prekindergarten Add-On Endorsement Program to receive state approval, a statement signed by each District Superintendent and Chairman of the School Board stating that it has been approved locally for submission is included with this document.

SUWANNEE COUNTY SCHOOL BOARD



Serving The Children Of Our Community

702 - 2nd Street, NW • Live Oak, Florida 32064
Telephone: (386) 647-4600 • Fax: (386) 364-2635
www.suwannee.k12.fl.us

JERRY A. SCARBOROUGH
Superintendent of Schools

JERRY TAYLOR
DISTRICT 1

CATHERINE CASON
DISTRICT 2

JULIE ULMER
DISTRICT 3

ED DA SILVA
DISTRICT 4

RONALD WHITE
DISTRICT 5

LEONARD J. DIETZEN, III
BOARD ATTORNEY

MEMORANDUM

TO: Jerry A. Scarborough, Superintendent of Schools *JAS/BB*

FROM: Bill Brothers, Director of Human Resources *BB*

THRU: Janene Fitzpatrick
Director of Curriculum and Instruction *JF*

David Campbell
Director of Elementary and Early Childhood Education *DC*

DATE: January 12, 2015

RE: January 27, 2015, Regular Meeting Agenda Item

RECOMMENDATION:

The superintendent recommends approval of the Minority Recruitment Plan (a copy is available for review in the office of the Director of Human Resources).

BACKGROUND:

The revisions to the Minority Recruitment Plan were discussed in workshop with the Board on January 13, 2015.

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MEMORANDUM

TO: Jerry A. Scarborough, Superintendent of Schools *JAS/BB*
FROM: Bill Brothers, Director of Human Resources *BB*
THRU: Janene Fitzpatrick *JF/BB*
Director of Curriculum and Instruction
DATE: January 14, 2015
RE: January 27, 2015, Regular Meeting Agenda Item

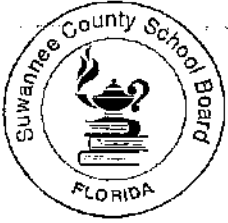
RECOMMENDATION:

The superintendent recommends approval of The School Board of Suwannee County Instructional Performance Appraisal System (a copy is available for review in the office of the Director of Human Resources).

BACKGROUND:

The revisions to the performance appraisal instrument have been discussed with principals, the Teacher Evaluation Taskforce, and with the Board in workshop on January 13, 2015. Upon approval by the Board, the plan will be sent to the Department of Education for review and approval.

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BOARD ATTORNEY

MEMORANDUM

TO: Jerry A. Scarborough, Superintendent of Schools *JAS/BB*
FROM: Bill Brothers, Director of Human Resources *VB*
DATE: January 15, 2015
RE: Personnel Changes List for January 27, 2015, Regular Meeting

RECOMMENDATION:

Pursuant to Section 1012.27 (1A) (1B), *Florida Statutes*, the Superintendent hereby submits the following written personnel recommendations. Approval of each is respectfully requested.

SUWANNEE COUNTY SCHOOL BOARD

Personnel Changes

January 27, 2015

TO: District School Board of Suwannee County

FROM: Jerry A. Scarborough / SS
Jerry A. Scarborough, Superintendent

Pursuant to Section 1012.27 (1A) (1B), Florida Statutes, I hereby submit the following written personnel recommendations. Approval of each is respectfully requested.

RESIGNATION: INSTRUCTIONAL:

Suwannee Elementary School:

Spencer Corbett, teacher, effective January 16, 2015

Suwannee Intermediate School:

Aaron Scott, teacher, effective December 19, 2014

RECOMMENDATIONS: INSTRUCTIONAL:

District Wide/21st Century:

The following to work as paraprofessional or teacher in the 21st Century Program:

Hunter Abercrombie Robbin Chapman Melissa Davis Crystal Gill
Tiffany Sanders

Branford High School:

Alvin Henderson, teacher-temporary, effective January 12, 2015

REPLACES: Jennifer Holtzclaw

Suwannee-Hamilton Technical Center:

Greta Thornton, instructor part-time/hourly (Nail Tech)

REPLACES: Greta Thornton

SUWANNEE-HAMILTON TECHNICAL CENTER:

PART-TIME/HOURLY EMPLOYEES (for the first term of the 2014-2015 school year):

COMMUNITY EDUCATION CONTINUED (pending class enrollment)

Violet Noyes English Literacy/Civics Grant
Alexander Gonzalez English Literacy/Civics Grant
Teresa Ayers English Literacy/Civics Grant

Tiffany Bellenger-Smith
James Sellers

English Literacy/Civics Grant
English Literacy/Civics Grant

SUWANNEE-HAMILTON TECHNICAL CENTER:

PART-TIME/HOURLY EMPLOYEES (for the second term of the 2014-2015 school year):

ADULT EDUCATION

Robbin Chapman	ABE/GED Prep
Tracy Henderson	ABE/GED Prep
Angie Hester	ABE/GED Prep
Tammie McKay	ABE/GED Prep
Kathy Smith	ABE/GED
Darryl Cannon	Adult Basic Education
Glenda Cranford	Adult Basic Education
Lisa McKinley	Alternate GED Examiner
Pam Poole	Chief GED Test Examiner
Terry Mills	ED Options
Phyllis Doty	ESOL
Sahara Perez	ESOL
Lynn Lee	GED Test Proctor
Ann Warner	GED Test Proctor / TABE Test Examiner
Richard Allen	TABE Test Examiner
Karen Fraley	TABE Test Examiner
Ta-Trease Sapp	TABE Test Examiner

VOCATIONAL

David Barnes	Bus Driver Training
Tina Colvin	Bus Driver Training
Pat Fleming	Bus Driver Training
Inez Williams	Bus Driver Training
Yoria Perez	Patient Care Technician/Practical Nursing
Susan Morgan	Patient Care Technician/Practical Nursing

COMMUNITY EDUCATION (pending class enrollment.)

Ann Warner	Beginning Computer
Marilyn Roberts	Business
Debbie Scott	Cake Decorating
Juanita Torres	Conversational Spanish
Ginny Crews	CPR
Natasha Pittman	Excel, Quickbooks, MS Office Word, Power Point
Mary Kay Dunaway	Flora Design
Kim Thomas	Intro to Computers & Excel, Early Childhood Development

Paige Thomas	IPad Training
Jessica Melgar	Spanish
Carol Risk	Yoga
Jenna Bates	Sign Language
Jessika Hinkle	Phlebotomy

COMMUNITY EDUCATION CONTINUED (pending class enrollment)

Donna Bass	Community Education Coordinator
Violet Noyes	English Literacy/Civics Grant
Alexander Gonzalez	English Literacy/Civics Grant
Teresa Ayers	English Literacy/Civics Grant
Tiffany Bellenger-Smith	English Literacy/Civics Grant
James Sellers	English Literacy/Civics Grant

LEAVE OF ABSENCE (FAMILY AND MEDICAL LEAVE - FMLA):

Suwannee Middle School:

Mirian Venero, teacher, January 19, through April 10, 2015
using days as needed for insurance purposes

LEAVE OF ABSENCE (PERSONAL):

Mirian Venero, teacher, April 13 through June 9, 2015, leave without pay

MENTORS:

The following to be paid as mentor:

<u>Teacher</u>	<u>Beginning Teacher</u>	<u>Location</u>
Kristy Chauncey	Aaron Scott	SIS (has resigned)
Kristy Chauncey	Kelly Cundiff	SIS

SUPPLEMENTARY:

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>REPLACES</u>
Pamela Cassube	M/J Head Softball Coach	BHS	Abbey Warren
Katee O'Quinn	JV Head Softball Coach	BHS	Vacant
Jason Langston	Asst. Wrestling Coach	SHS	Ronald Gray
Rayanna Johnson	Asst. Girls' Basketball Coach	SMS	

TERMINATIONS:

Suwannee-Hamilton Technical Center:

Melissa Mapp-Francisco, teacher, effective January 27, 2015

Suwannee Intermediate School:

Dawn Wilkerson, teacher, effective December 19, 2015

MISCELLANEOUS:

District Wide/Curriculum:

The following to work up to 8 hours to complete Local Progress Monitoring Assessments for mid-year. Salaries to be paid from TIF/SEEC grant:

Emi Rains	Vanessa Menhennet	Neena Brown-Thomas
Meri Harrell	Peggy Frye	Tammy Butts
Susie Helvenston	Audrey Marshall	Stephanie Gray
Melinda Tice	Tasha Cockburn	Courtney Jernigan
Cara Disken	Leah Mills	Shannon Jernigan
Lynda McInnis	Toni Sherrell	Kimberly Tuvell
Mary Check-Cason	James Wilson	Tyler Branche
Melva Batts	Cara Soride	Colleen Welsh
Vanessa Leffler	Abbey Warren	

Department of Student Services:

The following teachers to receive compensation for completing up to 50 hours in ELP training:

Karen Koon Theda Severance

RECOMMENDATIONS: NON-INSTRUCTIONAL/SCHOOL RELATED:

Facilities Department:

Katlin Westrich, administrative secretary, effective January 12, 2015

REPLACES: Susan Scheufler

Food Service Department/SES:

Reba Hurst, food service worker 3-hr., effective January 5, 2015

REPLACES: Paul Otterbine

Suwannee High School:

Manuel Ontiveros-Manadola, paraprofessional (Title I Migrant)

REPLACES: David Lee Laxton

Transportation Department:

Alice Wenig, bus driver, effective January 14, 2015

REPLACES: Kiesha Perry

LEAVE OF ABSENCE (FAMILY AND MEDICAL LEAVE - FMLA):

Suwannee Middle School:

Martha Blevins, paraprofessional, January 5 through March 27, 2015, with the option of returning sooner if released by her doctor

LEAVE OF ABSENCE (MEDICAL):

Food Service Department/SES:

Jennifer McGee, food service work, January 5, through February 17, 2015

LEAVE OF ABSENCE (MEDICAL):

Martha Blevins, paraprofessional, March 30, 2015, until released by her doctor, with the option of returning sooner if released by her doctor

SUBSTITUTES:

The following as substitute bus drivers/attendants:

Tony Ross	effective 1/14/2015
Sherri Williamson	effective 1/14/2015

**End of List
2014-2015
School Year**