SUWANNEE COUNTY SCHOOL BOARD
REGULAR MEETING
April 25, 2017

AGENDA

Call to Order - 6:00 p.m.

Student remarks and pledge to the flag Branford High School

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)**

March 7, 2017	- Workshop Session
	- Special Meeting
March 28, 2017	- Public Hearing
	- Regular Meeting

2. The Superintendent recommends approval of the monthly financial statement for March 2017.

3. The Superintendent presents the following bills for the period March 1-31, 2017:

General Fund		
#165850 - 166211	$	2,041,817.83
Electronic Fund Transfers		1,776,424.67
	$	3,818,242.50
Federal Fund		
#49197 - 49298	$	234,182.11
Electronic Fund Transfers		267,601.90
	$	501,784.01
Food Service Fund		
#31401 - 31495	$	265,559.54
Electronic Fund Transfers		84,437.54
	$	349,997.08
LCIF		
#7526 - 7546	$	67,171.21
Electronic Fund Transfers		3,859.75
	$	71,030.96

4. The Superintendent recommends approval of the following budget amendments for fiscal year 2016-2017:

General	LCIF	Special Revenues
I-9	III-9	IV-7 (Food Service)
		IV-9 (Federal)

5. The Superintendent recommends approval of the following contract/agreement) for the 2016-2017 school year: (RENEWAL) (Note: This contract has been reviewed and approved by Board Attorney Leonard Dietzen.)

   #2017-97 Career Pathways Articulation Agreement between District School Board of Lafayette County and District School Board of Suwannee County for Allied Health Assisting for Program of Study: Patient Care Technician and Practical Nursing; and Digital Design for Program of Study: Administrative Office Specialist, Digital Design, and Medical Administrative Specialist (*Renewal*) **(pgs. 24-31)**

6. The Superintendent recommends approval of the following contract/agreement) for the 2017-2018 school year: (RENEWAL) (Note: This contract has been reviewed and approved by Board Attorney Leonard Dietzen.)

   #2018-01 Agreement between the School Board of Suwannee County, Florida and the School Board of Seminole County, Florida for the purpose of filing for reimbursement of Medicaid Administrative Claiming Activities (*Renewal*) **(pgs. 32-39)**

7. The Superintendent recommends approval of the following student transfers for the 2016-2017 school year. Parents will provide transportation.

   District Reassignment:

FIRST NAME	LAST NAME	TO	FROM	GRADE
Nayonee	Figueroa	Suwannee	Columbia	5
Phybee	Figueroa	Suwannee	Columbia	2
Nicholas	Massey	Suwannee	Columbia	6

   Zone Reassignment:

FIRST NAME	LAST NAME	TO	FROM	GRADE
Zackary	Mull	SPS	BES	KG

8. The Superintendent recommends approval of the following student transfers for the 2017-2018 school year. Parents will provide transportation.

District Reassignment:

FIRST NAME	LAST NAME	TO	FROM	GRADE
Cody	Africano	Columbia	Suwannee	4
Dawson	Calhoun	Columbia	Suwannee	2
Georgia	Coleman	Columbia	Suwannee	9
Ava	Floyd	Columbia	Suwannee	2
Wyatt	Floyd	Columbia	Suwannee	VPK
Caleb	Glisson	Columbia	Suwannee	1
Jacob	Glisson	Columbia	Suwannee	2
Thomas	Glisson	Columbia	Suwannee	K
Kaleb	Guthrie	Columbia	Suwannee	K
Emma	Hardy	Columbia	Suwannee	PK
Blythe	Harrell	Columbia	Suwannee	2
Jordan	Herring	Columbia	Suwannee	1
Kracie	Herron	Columbia	Suwannee	5
Tucker	Herron	Columbia	Suwannee	VPK
Joseph	Hewett	Columbia	Suwannee	3
E'nadren	Ivey	Columbia	Suwannee	2
Jordan	Langley	Columbia	Suwannee	4
Landon	Langley	Columbia	Suwannee	VPK
Madalyn	Malcolm	Columbia	Suwannee	4
Peyton	Malcolm	Columbia	Suwannee	6
Kylie	Mathews	Columbia	Suwannee	4
Walker	Miller	Lafayette	Suwannee	VPK
Weston	Miller	Lafayette	Suwannee	2
Mycah	Moody	Columbia	Suwannee	1
Carlee	Morrison	Columbia	Suwannee	5
Noah	Nicholson	Columbia	Suwannee	2
Logan	Norris	Columbia	Suwannee	1
Wyatt	O'Grady	Columbia	Suwannee	2

FIRST NAME	LAST NAME	TO	FROM	GRADE
Kayla	Phillips	Columbia	Suwannee	3
Macy	Phillips	Columbia	Suwannee	2
Nicholas	Prescott	Columbia	Suwannee	K
Zachary	Prescott	Columbia	Suwannee	2
Harleigh	Price	Columbia	Suwannee	2
Ryleigh	Price	Columbia	Suwannee	KG
Kayleigh	Richter	Columbia	Suwannee	5
Kaylie	Sanders	Columbia	Suwannee	4
Ayden	Scheider	Columbia	Suwannee	1
Lance	Shaw	Columbia	Suwannee	7
Landon	Shaw	Columbia	Suwannee	5
Levi	Shaw	Columbia	Suwannee	2
Garret	Shipley	Columbia	Suwannee	3
Jordan	Smith	Columbia	Suwannee	4
Emma	Thomas	Columbia	Suwannee	1
Ruben	Thomas	Columbia	Suwannee	VPK
Jeremie	Thompson	Columbia	Suwannee	12
Jocilyn	Tynda	Columbia	Suwannee	3
Xavier	Voidanoff	Columbia	Suwannee	5
Jake	Watkins	Columbia	Suwannee	3
Samuel	Watkins	Columbia	Suwannee	6
Kylie	Williams	Columbia	Suwannee	6
Anthony	Woolsey	Columbia	Suwannee	5
Ethan	Bower	Suwannee	Columbia	11
Mia	Goodin	Suwannee	Hamilton	1
Westin	Goodin	Suwannee	Hamilton	PK
Hannah	Hill	Suwannee	Lafayette	11
Houston	Keen	Suwannee	Lafayette	PK
Ella Grace	Pittman	Suwannee	Hamilton	K
Jacob	Pittman	Suwannee	Hamilton	9
Morgan	Pittman	Suwannee	Hamilton	3

Zone Reassignment:

FIRST NAME	LAST NAME	TO	FROM	GRADE
Kensley	Dasher	BES	SES	K

9. The Superintendent recommends approval of the summer four-day work week from June 5, 2017 – July 28, 2017.

REGULAR AGENDA

Chief Financial Officer – Vickie DePratter:

1. The Superintendent presents the following report for informational purposes:

   a. Suwannee County District School Board Financial and Federal Single Audit for Fiscal Year Ended June 30, 2016 (A copy of the report is available in the office of the Chief Financial Officer.) **(pg. 40)**

Assistant Superintendent of Administration – Bill Brothers:

2. The Superintendent recommends approval of the Suwannee County School District Level II Principal Leadership Development Plan. **(pgs. 41-118)**

Assistant Superintendent of Instruction – Janene Fitzpatrick:

3. The Superintendent recommends approval to advertise additions and revisions to the Suwannee County School District Elementary Student Progression Plan and the Suwannee County School District Secondary Student Progression Plan for 2016-2017. (Copies are available in the office of the Assistant Superintendent of Instruction.) **(pg. 119)**

4. The Superintendent recommends approval of the following curriculum item for the 2016-2017 school year:

   a. 2017 Summer School Schedule **(pgs. 120-123)**

5. The Superintendent recommends approval of the following personnel item for the 2016-2017 school year: **(pgs. 124-125)**

   a. The following summer school positions for the 2017 summer school term:

Program	Number of Employees/Position		Funding
Credit Recovery (Grades 8-11)	6 – Teachers (BHS-1; SHS-5) 2 – Paraprofessionals (BHS-1; SHS-1)		Title VI/ General Fund
Driver's Education	1 – Teacher	(SHS)	Title VI/ General Fund
Algebra EOC Review	1 – Teacher	(BHS)	Title VI/ General Fund
HOPE Blended Course	1 – Teacher	(BHS)	Title VI/ General Fund
Middle School Intervention Camp	2 – Teachers	(SMS)	General Fund
Virtual Instruction	9 – Teachers	(SVS)	General Fund
3rd Grade Reading Camp	5 – Teachers (BES-1; SES-4)		Reading Allocation/ General Fund

Program	Number of Employees/Position	Funding
School Readiness	2 – CDAs (SPS)	School Readiness
VPK	6 – Teachers (SPS)	VPK
Extended Year Services for ESE	3 – Teachers 2 – Paraprofessionals 1 – Nurse	IDEA Grant
21st Century (CCLC) Program	4 – Site Coordinators (BES-1; SES-1; SIS-1; SPS-1) 5 – Teachers (BES-1; SES-2; SIS-1; SPS-1) 8 – Paraprofessionals (BES-2; SES-2; SIS-2; SPS-2)	21st CCLC Grant
Migrant Summer Program	5 – Paraprofessionals	Title I Part C
Title I – PAL	1 – Site Coordinator (Douglass Center) 2 – Teachers 2 – Paraprofessionals	Title I Part A

NOTE: Positions will be based on student enrollment.

Director of Facilities – Mark Carver:

6. The Superintendent recommends approval to award the following bid/RFP:

   #17-210 Professional Architectural Services for RIVEROAK Technical College Health Education Facility to Architects RZK, Inc. (*New*) **(pgs. 126-127)**

7. The Superintendent recommends approval of the annual Florida Department of Education, Office of Educational Facilities, Florida Inventory of School Houses (FISH) Certification of Facilities Data for 2016-2017. **(pgs. 128-129)**

8. The Superintendent recommends approval of the following contract/agreement for the 2016-2017 school year: (NEW) (Note: This contract has been reviewed and approved by Board Attorney Leonard Dietzen.)

   #2017-98 Comprehensive Solutions Audit Agreement between Trane U.S. Inc. and the Suwannee County School Board for an Energy Performance Contracting Program. (The scope of this agreement will be a Feasibility Study and Investment Grade Technical Audit.) (*New*) **(pgs. 130-139)**

Director of Information Technology – Josh Williams:

9. The Superintendent recommends approval of the 2017-2018 Official Enrollment Packet for student enrollment in Suwannee County School District. **(pgs. 140-154)**

Director of Human Resources – Walter Boatright:

10. Personnel Changes List **(pgs. 155-167)**

School Board Attorney – Leonard Dietzen:

11. Legal Counsel's Report

Superintendent of Schools – Ted Roush:

12. Superintendent's Report

School Board Members:

13. Issues and concerns Board members may wish to discuss

End of Agenda

SUWANNEE COUNTY SCHOOL BOARD
WORKSHOP SESSION/RETREAT
March 7, 2017

MINUTES

The Suwannee County School Board met in Workshop Session on this date in the School Board Meeting Room, 702 – 2nd Street, NW, Live Oak, Florida. School Board members present were Chairman Jerry Taylor, Tim Alcorn, Catherine Cason, and Ed daSilva, along with Superintendent Ted Roush, Chief Financial Officer Vickie DePratter and Administrative Secretary Karen Lager. School Board Member Ronald White and School Board Attorney Leonard Dietzen were absent.

Administrators and others present: Jennifer Barrs, Jennifer Beach, Keri Bean, Katrina Bius, Walter Boatright, Amy Boggus, Tammy Boggus, Bill Brothers, Stephenie Busch, Gary Caldwell, Mark Carver, Jimmy Cherry Jr., Lisa Dorris, Janene Fitzpatrick, Lisa Garrison, Ronnie Gray, Malcolm Hines, Jay Jolicoeur, Mary Keen, Chris Landrum, Dee Dee McManaway, John Olson, Sherry Peppers, Austin Richmond, Elizabeth Simpson, Marsha Tedder, Lila Udell, Jimmy Wilkerson, Josh Williams, and Laura Williams. Linda Edwards, with Rumberger Kirk & Caldwell was also present.

Chairman Taylor called the meeting to order at 9:00 a.m.

Strategic Plan..... Janene Fitzpatrick

Mrs. Fitzpatrick gave a PowerPoint presentation regarding the *District Midyear Reflection for DIAP and Strategic Plan.*

Equity Practices.....Linda Edwards, Rumberger Kirk & Caldwell

Ms. Edwards gave a PowerPoint presentation regarding an *Equity Practices Update.*

The workshop recessed at 10:55 a.m. and resumed at 11:10 a.m.

Perspectives and Priorities of a School Principal.....Malcolm Hines

Mr. Hines gave a PowerPoint presentation regarding *Perspectives and Priorities of a School Principal.*

The workshop recessed at 11:52 a.m. and resumed at 12:30 p.m.

Board Member Comments/Questions and Answers

- Board members expressed appreciation for all the presentations.
- Mr. Taylor shared information regarding funding with the possibility that all federal dollars will be vouchered to follow students, which will affect our District.

Superintendent's Update ..... Ted Roush

Mr. Roush gave a PowerPoint presentation regarding an informational update on the District.

Mr. Roush asked the Board on whether to proceed with the potential purchase of approximately 20 acres (all or partial) of land adjacent to Branford Elementary School; Board consensus was to proceed with acquiring the information on a potential purchase of the land.

Mr. Roush asked the Board for direction on the potential purchase of the old Dr. Beverly Heinking office, which is adjacent to Suwannee High School. Mr. Alcorn provided information regarding the property lines. Mr. Roush stated that we would like to potentially relocate our home school/virtual school programs to the Heinking building (these programs are now located at RIVEROAK Technical College).

Mr. Roush proposed to continue holding workshops/retreats, like today's format, throughout the year (i.e., one in July, one in November or December, and one in the spring).

Special Recognitions ..... Janene Fitzpatrick

Mrs. Fitzpatrick provided video recognitions.

The workshop adjourned at 2:31 p.m.

SUWANNEE COUNTY SCHOOL BOARD
SPECIAL MEETING
March 7, 2017

MINUTES

The Suwannee County School Board met in Special Session on this date in the School Board Meeting Room, 702 – 2nd Street, NW, Live Oak, FL. School Board members present were Chairman Jerry Taylor, Tim Alcorn, Catherine Cason, Ed daSilva, along with Superintendent Ted Roush, Chief Financial Officer Vickie DePratter, and Administrative Secretary Karen Lager. School Board Member Ronald White and School Board Attorney Leonard Dietzen were absent.

Chairman Taylor called the meeting to order at 2:36 p.m.

MOTION by Mr. daSilva, second by Mr. Alcorn, for approval to adopt the agenda. MOTION CARRIED UNANIMOUSLY

Chief Financial Officer – Vickie DePratter:

1. MOTION by Mr. daSilva, second by Ms. Cason, for approval to proceed with the purchase of property located at 300 Pinewood Way, Live Oak, Florida, in the amount of $180,000, contingent upon conditions set forth in a commercial contract between Beverly A. Heinking and the Suwannee County School District Board of Public Instruction. **(pgs. 2-12)**

   AMENDED MOTION by Mr. daSilva, second by Ms. Cason, to include a $2,000 escrow deposit. AMENDED MOTION CARRIED UNANIMOUSLY

   ORIGINAL MOTION (WITH AMENDMENT) CARRIED UNANIMOUSLY

The meeting adjourned at 3:20 p.m.

SUWANNEE COUNTY SCHOOL BOARD
PUBLIC HEARING
March 28, 2017

MINUTES

The Suwannee County School Board held a Public Hearing on this date in the School Board Meeting Room, 702 – 2nd Street, NW, Live Oak, Florida. School Board members present were Chairman Jerry Taylor, Catherine Cason, Ed daSilva, Ronald White, along with Superintendent Ted Roush, School Board Attorney Leonard Dietzen, Chief Financial Officer Vickie DePratter, and Administrative Secretary Karen Lager. School Board Member Tim Alcorn was absent, due to New School Board Member Training.

School Resource Officer Cory Horne was also present.

Chairman Taylor called the hearing to order at 5:55 p.m.

Assistant Superintendent of Administration – 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 Assistant Superintendent of Administration.) **(pg. 7)**

#3.16	Charter Schools (*Revised*)
#5.025	Educational Stability for Children in Foster Care (*New*)
#5.033	Controlled Open Enrollment (*New*)
#8.32	Tobacco Use in District Facilities (*Revised*)

Chairman Taylor called for comments or questions regarding the additions and revisions to the Suwannee County School Board Policy Manual and there were none.

The hearing adjourned at 5:57 p.m.

SUWANNEE COUNTY SCHOOL BOARD
REGULAR MEETING
March 28, 2017

AGENDA

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 Jerry Taylor, Ed daSilva, Catherine Cason, and Ronald White, along with Superintendent Ted Roush, School Board Attorney Leonard Dietzen, Chief Financial Officer Vickie DePratter, and Administrative Secretary Karen Lager. School Board Member Tim Alcorn was absent, due to New School Board Member Training.

School Resource Officer Cory Horne was also present.

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

Student remarks and pledge to the flag by Suwannee Middle School Student Council student organization

Special Recognition by the Superintendent:

- District Spelling Bee Winners
  - ✓ Samantha Barber (Melody Christian Academy, 8th grade) – First Place
  - ✓ Jennifer Chen (Suwannee Middle School, 6th grade) – Runner Up
  - ✓ Morgan Smith (Westwood Christian School, 8th grade) – Runner Up

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

MOTION by Mr. daSilva, second by Ms. Cason, for approval of the Consent Agenda, with the exception of Item #2, which was pulled by Mr. White for separate discussion and action. MOTION CARRIED UNANIMOUSLY

MOTION by Mr. daSilva, second by Mr. White, for approval to open up Item #2 on the Consent Agenda to address any specific comments or questions we can to Mrs. DePratter or Superintendent Roush. MOTION CARRIED three to one; with Mr. Taylor voting NO.

MOTION by Mr. daSilva, second by Ms. Cason, for approval of Item #2 on 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. 8-28)**

February 14, 2017	- Workshop Session
	- Special Meeting
	- Expulsion Issues Hearing (Private)
February 28, 2017	- Expulsion Issues Hearing (Private)
	- Regular Meeting

2. Approval of the monthly financial statement for February 2017.

3. The following bills for the period February 1-28, 2017:

General Fund		
#165551 - 165849	$	1,823,408.34
Electronic Fund Transfers		2,538,971.98
	$	4,362,380.32
Federal Fund		
#49074 - 49196	$	257,902.66
Electronic Fund Transfers		342,622.54
	$	600,525.20
Food Service Fund		
#31334 - 31400	$	168,874.72
Electronic Fund Transfers		127,463.34
	$	296,338.06
2.0 LCIF		
#7517 - 7525	$	243,700.09
Electronic Fund Transfers		0.00
	$	243,700.09

4. Approval of the following budget amendments for fiscal year 2016-2017:

General	LCIF	Special Revenues
I-8	III-8	IV-8 (Federal)
		IV-6 (Food Service)

5. Approval of the following contracts/agreements for the 2016-2017 school year: (RENEWAL) (Note: These contracts have been reviewed and approved by Board Attorney Leonard Dietzen.)

#2017-92 Affiliation Agreement School-Based Services between the Suwannee School District and Trenton Medical Center, Inc. d/b/a Palms Medical Group for student athletic physicals (*Renewal*) **(pgs. 29-36)**

#2017-94 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. 37-48)**

6. Approval of the following student transfers for the 2016-2017 school year. Parents will provide transportation.

District Reassignment:

FIRST NAME	LAST NAME	TO	FROM	GRADE
Daniel	Flores	Suwannee	Columbia	2
Daniela	Flores	Suwannee	Columbia	2
Karter	Suggs	Suwannee	Hamilton	K

REGULAR AGENDA

Assistant Superintendent of Administration – Bill Brothers:

1. MOTION by Ms. Cason, second by Mr. daSilva, for approval of additions and revisions to the Suwannee County School Board Policy Manual as follows: (Copies are available in the office of the Assistant Superintendent of Administration.) **(pg. 7)**

#3.16 Charter Schools (*Revised*)
#5.025 Educational Stability for Children in Foster Care (*New*)
#5.033 Controlled Open Enrollment (*New*)
#8.32 Tobacco Use in District Facilities (*Revised*)

MOTION CARRIED UNANIMOUSLY

2. MOTION by Mr. daSilva, second by Mr. White, for approval of the Suwannee County School District Controlled Open Enrollment Plan (A copy is available in the office of the Assistant Superintendent of Administration.) **(pg. 49)**
MOTION CARRIED UNANIMOUSLY

Director of Career, Technical, and Adult Education – Mary Keen:

3. MOTION by Mr. White, second by Mr. daSilva, for approval to award the following bid (*New*):

   #17-208 Shop Sabre (purchase of a Plasma Cutter) **(pgs. 50-52)**

   MOTION CARRIED UNANIMOUSLY

Director of Facilities – Mark Carver:

4. MOTION by Mr. White, second by Ms. Cason, for approval of the following personnel item for the 2016-2017 school year:

   a. Twelve day laborers to work on summer projects under the direction of the Director of Facilities **(pg. 53)**

   MOTION CARRIED UNANIMOUSLY

Director of Food Service – Lisa Dorris:

5. MOTION by Mr. daSilva, second by Ms. Cason, for approval of the following personnel item for the 2016-2017 school year:

   a. The following personnel to implement the 2017 Summer Food Service Program **(pg. 54)**

Site	Personnel	Up to Hours/Week
All sites	2 - Food Service Managers	32
	5 - Food Service Workers-7 hours	28
	2 - Food Service Monitors	20
	2 - Substitute Food Service Workers	As needed

   (All Food Service positions are subject to program participation.)

   MOTION CARRIED UNANIMOUSLY

Director of Transportation – Chris Landrum:

6. MOTION by Mr. White, second by Mr. daSilva, for approval of the following contract/agreement for the 2016-2017 school year: (NEW) (Note: This contract has been reviewed and approved by Board Attorney Leonard Dietzen.)

   #2017-93 Daimler Trucks North America LLC Dealer-Sponsored Customer Performed Warranty Agreement Thomas Built Bus between Suwannee School District and Daimler Trucks North America LLC (*New*) **(pgs. 55-61)**

   MOTION CARRIED UNANIMOUSLY

Director of Human Resources – Walter Boatright:

7. MOTION by Mr. daSilva, second by Mr. White, for approval of the Personnel Changes List **(pgs. 62-64)** MOTION CARRIED UNANIMOUSLY

RESIGNATION: ADMINISTRATIVE:

Suwannee Middle School:
James Simpson, Assistant Principal, effective March 17, 2017

RESIGNATION: NON-INSTRUCTIONAL:

District Office:
Cortney Flowers, Secretary Administrative I, effective May 1, 2017

LEAVE OF ABSENCE (ILLNESS IN THE LINE OF DUTY):

RIVEROAK Technical College:
Melissa Francisco, Teacher, January 31, 2017, for a total of 4 hours

LEAVE OF ABSENCE (PERSONAL LEAVE):

Suwannee Intermediate School:
William Harris, Teacher, tentatively February 20, 2017 through May 8, 2017 without pay, with the option of returning sooner.

MENTOR:
The following to serve as a mentor:

Mentor:	Mentee:	Location:
Robyn Bonds	Yomaris Vega	SMS

SUPPLEMENTARY:

NAME	POSITION	LOCATION	REPLACES
David Allen	Varsity Football Offensive Coordinator	BHS	
Stefani Santos	Planning Period	BHS	

RECOMMENDATIONS: NON-INSTRUCTIONAL/SCHOOL RELATED:

Suwannee Middle School:
Yaniris Perez, ELL Paraprofessional, effective January 24, 2017
REPLACES: Yoleydis Cartaya

Transportation:
Robin Krause, Bus Driver, effective February 24, 2017
REPLACES: Robin Oliver
Shawarren Cooks, Bus Driver, effective February 28, 2017
REPLACES: Hope Robinson

LEAVE OF ABSENCE (MEDICAL LEAVE):

Food Service:
Vicki Waters, tentatively January 19, 2017 through March 31, 2017, without pay, with the option of returning sooner if released by the doctor.

Transportation:
Carol Jenkins, tentatively February 10, 2017 through June 2, 2017, without pay, with the option of returning sooner if released by the doctor.

SUBSTITUTES:

The following as a Substitute Bus Attendants:

Tayla Davison
Joetta Jackson
Maria Santiago

VOLUNTEERS:

Keri Amerson
Christopher Ayala
Heather Ayala
Susan Bozeman
Allen Budgin
Brandy Geering
Melissa Hammett
Christina Hogland
Jennifer Holtzclaw
Jesse Johnson
Lissette Pelletier
Reathea Ross
Jacqueline Sadler
Kasee Suggs
Jessica Timmons

Barton Byrd	Cherie Kirkland	Gerardo Vargas
Bethany Byrd	Crystal MacLaren	David Waits
Joseph Eakins	Kelli May	Lindsay Wiggins
Deborah Fairchild	Brandi Nelson	Jacqueline Williams

End of List
2016-2017
School Year

Action on the Agenda Addendum

Chief Financial Officer – Vickie DePratter:

#1. MOTION by Mr. daSilva, second by Ms. Cason, for approval of the collective bargaining items tentatively agreed upon between the United Teachers of Suwannee Count (UTSC) and District bargaining teams. **(pgs. A2-A4)**
MOTION CARRIED UNANIMOUSLY

Assistant Superintendent of Instruction – Janene Fitzpatrick:

#2. MOTION by Mr. daSilva, second by Ms. Cason, for approval of the following contracts/agreements for the 2016-2017 school year: (NEW) (Note: These contracts have been reviewed and approved by Board Attorney Leonard Dietzen.)

#2017-95	Services Agreement between the Suwannee County School District and the University of Florida Board of Trustees (*New*) **(pgs. A5-A13)**
#2017-96	Suwannee County School Board Professional/Technical Services Agreement between the School Board of Suwannee County, Florida and B.E.L.I.E.V.E.! LLC (*New*) **(pgs. A14-A34)**

MOTION CARRIED UNANIMOUSLY

End of Agenda Addendum

School Board Attorney – Leonard Dietzen:

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

Superintendent of Schools – Ted Roush:

9. Superintendent's Report

Superintendent Roush shared the following information:

- Mr. Taylor was recently invited to attend the National School Boards Association (NSBA) Annual Meeting in Denver, Colorado
- Assessment calendar/chart developed by John Olson
- In a recent conversation with the Auditor General, they stated that Suwannee County School District is the model district that other school districts should train with and learn from
- End of Year activities list will be finalized this week and then distributed to everyone

School Board Members:

10. Issues and concerns Board members may wish to discuss

- Mr. daSilva stated that the Board needed to decide whether to participate in the Annual ARC North Florida Lawnmower Race to be held on Saturday. Mr. Dietzen offered to pay a portion of the registration fee for the team.
- Mr. Taylor stated that he was honored to be asked to attend the NSBA Annual Meeting in Colorado, which was at no expense to the District. Mr. Taylor asked Ms. Cason, as the Board's Legislative Liaison, to be the spokesperson to present to Senator Bradley and Representative Porter in Tallahassee later this week. Mr. Taylor shared information regarding a proposed bill that would allow Board members to have all access to schools without having to notify the principal that they are on campus. He noted that FSBA is against the bill and hopefully it will get defeated.

The meeting adjourned at 7:12 p.m.

RIVEROAK
TECHNICAL COLLEGE

415 SW Pinewood Drive | Live Oak, Florida 32064 | P 386-647-4200 | F 386-364-4698

MEMORANDUM

TO: Ted L. Roush, Superintendent of Schools

FROM: Mary Keen, Principal, RIVEROAK Technical College

THRU: Vickie Music DePratter, Chief Financial Officer
Dr. Bill Brothers, Assistant Superintendent of Administration

DATE: April 5, 2017

RE: Agenda Items for April 25, 2017, Regular Board Meeting

RECOMMENDATION:

The Superintendent recommends approval of the following contract/agreement:
RENEWAL

#2017-97 Career Pathway Agreement with District Board of Lafayette County – Patient Care Technician, Practical Nursing, Administrative Office Specialist, Digital Design, Medical Administrative Specialist.

BACKGROUND:

The above listed agreement provides PSAV hours for Lafayette County High School students.

RIVEROAK TECHNICAL COLLEGE

RIVERO AK Technical College

Career Pathway Agreements with District School Board of Lafayette County

Career Pathways: High Schools & RIVEROAK Technical College

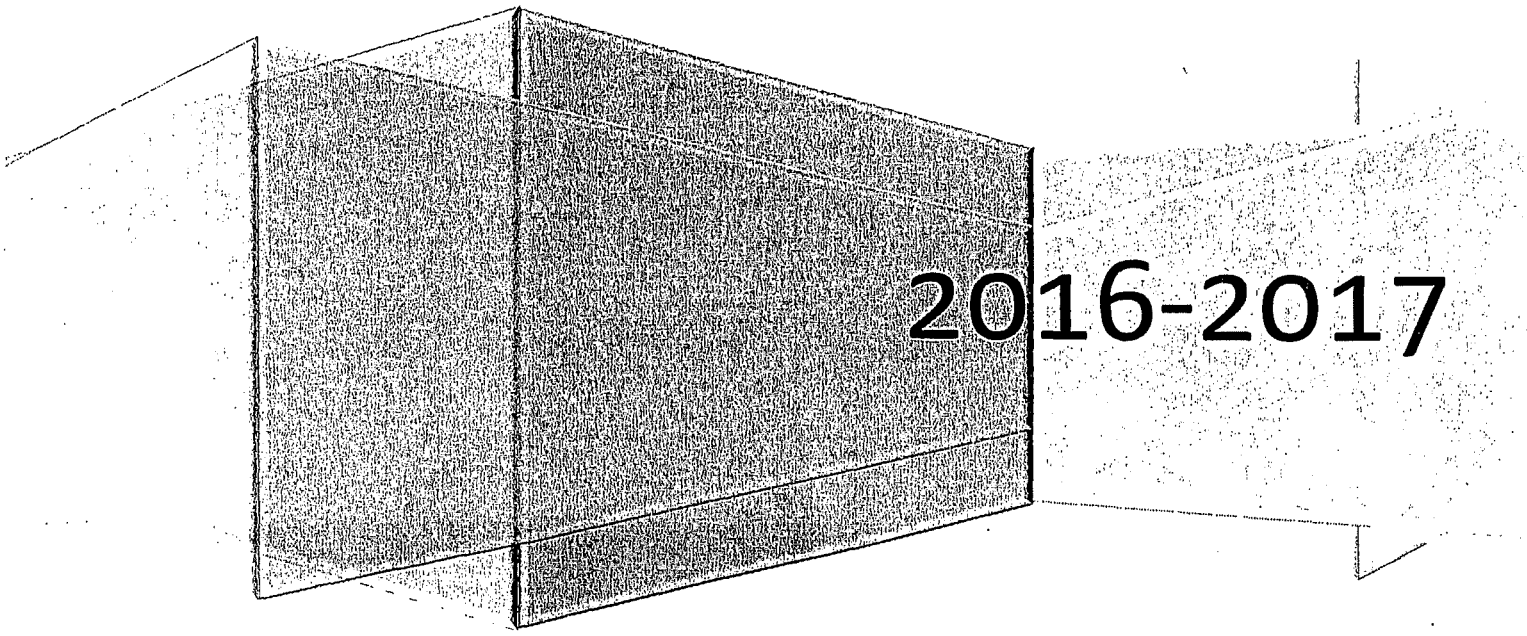


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Career and Technical Education
RIVEROAK Technical College & District School Board of Lafayette County
Career Pathways Articulation Agreement
2016-2017

Articulation is a method of granting Post-Secondary Adult Vocational (PSAV) clock hours earned while completing a Secondary Career and Technical Education course learning and skills accomplished as part of secondary school instruction. Each school district and RIVEROAK Technical College (RTC) will maintain the integrity of their separate programs and enter into this agreement as cooperating educational institutions.

RTC will work with the school district to establish Career Pathways to serve Career and Technical Education (CTE) students. Additional agreements may be developed during the year, and this agreement will be amended as those agreements are completed.

Student Qualifications
Students must meet all RTC 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 RIVEROAK Technical College placement testing requirements.

3. Must be a graduate from secondary school no more than 18 months prior to enrollment at RIVEROAK Technical College.

4. Enrollment in a certificate program appropriate to the PSAV clock hours shall be awarded upon completion of the program's entrance examination (if required) or verification of an industry certification earned (prior to enrollment).

Procedure

1. Secondary school guidance departments shall provide evidence of program completion and additional requested information to the RTC's Career Pathways contact. Evidence may include: official student transcripts, student report cards and/or applicable nationally recognized industry certifications.

2. RTC's Career Pathway Specialist will issue a letter to students who have successfully completed the secondary Career Pathway program as reported by the secondary school guidance department contact informing students of the Career Pathway articulation agreement opportunities.

3. High school credit earned under this articulation agreement will be entered into the student's record after the student has completed 150 PSAV clock hours in the program in which the certificate is to be awarded

4. Comprehensive exams may be completed by students who have not earned the industry certification associated with the program of study.

5. A letter grade for the course will be assigned by the RIVEROAK Technical College based on the student's performance on the student competency exam.

Conditions of Agreement

1. District School Board of Lafayette County faculty members and RTC faculty members will review course textbooks, syllabi, and other institutional materials as needed in order to develop articulated programs of study.

2. District School Board of Lafayette County and RTC 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. District School Board of Lafayette County and RTC will cooperate in publicizing this program to secondary school students in order to ensure that they are aware of these opportunities.

4. RTC will not charge tuition for any courses for which a student receives articulated credit.

This agreement may be terminated at any time by either District School Board of Lafayette County or RIVEROAK Technical College through providing thirty (30) days' notice. In the event of a termination, both agencies agree that students who are currently in secondary courses and working toward fulfilling the competencies or who are in their first semester at RTC will be allowed to complete the articulated credit.

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 Director, RIVEROAK Technical College; Coordinator of Career and technical Education, District School Board of Lafayette County; the North Florida Career Pathways Coordinator and others as so designated.

High School Career Pathway	Associated Industry Certification	RTC Program of Study/ Certificate	Assessment	Articulated Credit
Allied Health Assisting 8741700 Health Science Anatomy & Physiology 8741710 Health Science Foundations OCP A	**FDMQA002** – Certified Nursing Assistant	**Patient Care Technician –PSAV** **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 003 Health Careers Core (90 hours) OCP A
Digital Design - 8209600 8207310 Digital Information Technology OCP A 8209510 Digital Design 1 OCP B 8029520 Digital Design 2	**MICRO069-** Microsoft Office Specialist	**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 Inf Tech Asst (150 hours) OCP A OTA 0030 Assistant Digital production Designer (150 hours) OCP C
Digital Design - 8209600 8207310 Digital Information Technology OCP A 8209510 Digital Design 1 OCP B 8029520 Digital Design 2	**MICRO069-** Microsoft Office Specialist	**Digital Design – 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 Inf Tech Asst (150 hours) OCP A OTA 0024 Production Assistant (150 hours) OCP B

Digital Design - 8209600 8207310 Digital Information Technology OCP A 8209510 Digital Design 1 OCP B 8029520 Digital Design 2	**MICRO069-** Microsoft Office Specialist	**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 Inf Tech Asst (150 hours) OCP A OTA 0041 Front Desk Specialist (300 hours) OCP B

IN WITNESS WHEREOF, the District Board of Lafayette County, Florida and The District School Board of Suwannee County, and the Director - RIVEROAK Technical College, 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	Superintendent, District School Board of Suwannee County
Date	Chair, District School Board of Suwannee County
Date	Director, RIVEROAK Technical College
27 Feb, 2017 Date	Superintendent, District School Board of Lafayette County
2-23-17 Date	Chair, District School Board of Lafayette County
3/1/17 Date	Coordinator, Career & Technical Education, District School Board of Lafayette

SUWANNEE COUNTY SCHOOL DISTRICT

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

TED L. ROUSH
Superintendent of Schools

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DISTRICT 4
RONALD WHITE
DISTRICT 5
LEONARD J. DIETZEN, III
BOARD ATTORNEY

MEMORANDUM

TO: Ted Roush, Superintendent of Schools

FROM: Vickie Music DePratter, Chief Financial Officer

DATE: April 13, 2017

RE: Agenda Item for April 25, 2017, Regular Meeting

RECOMMENDATION:

The Superintendent recommends approval of the following contract agreement:

#2018-01 School Board of Seminole County, Florida (Renewal)

BACKGROUND:

The District seeks to renew its contract with the School Board of Seminole County, Florida, for the purpose of filing for reimbursement of Medicaid Administrative Claiming activities.

This agreement has been reviewed and approved by Mr. Leonard Dietzen, Suwannee County School Board attorney.

AGREEMENT

THIS AGREEMENT is made and entered into as of this 1st day of July 2017, by and between

THE SCHOOL BOARD OF SUWANNEE COUNTY, FLORIDA
(hereinafter referred to as "SBSC"),
a body corporate and political subdivision of the State of Florida,
whose principal place of business is
702 2ND Street NW, Live Oak, Florida 32064.

and

THE SCHOOL BOARD OF SEMINOLE COUNTY, FLORIDA
(hereinafter referred to as "SBSC"),
whose principal place of business is
400 East Lake Mary Boulevard, Sanford, Florida, 32773.

WHEREAS, both School Boards have a common and concurrent interest in providing data and sharing statistics for the purpose of being reimbursed for Medicaid Administrative Claiming activities.

NOW, THEREFORE, in consideration of the premises and of the mutual covenants contained herein and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereby agree to establish and maintain a process to determine statistically valid time sample results with approved staff as a function of the Medicaid Administrative Claiming reimbursement process. Both School Boards shall be subject to the following terms:

ARTICLE 1 - RECITALS

1.01 **Recitals**. The Parties agree that the foregoing recitals are true and correct and that such recitals are incorporated herein by reference.

ARTICLE 2 – SPECIAL CONDITIONS

2.01 **Term of Agreement**. The term of this Agreement shall commence on July 1, 2017 and conclude on June 30, 2018, unless terminated as provided herein.

2.02 **Responsibilities of SBSC.**

2.02.1 Provide a pool of employee names who are eligible to be sampled based upon selected job codes in accordance with those allowable as stated in the School District Administrative Claiming (SDAC) Guide dated November 2013 and whose incumbents have the potential to engage in Administrative Claiming Activities. Only certain staff positions are to be included in the time study process upon mutual concurrence among all parties participating in this agreement and upon the review and approval of Agency for Health Care Administration (AHCA).

2.02.2 Monitor random moment samples, generated by the Electronic Medicaid Administrative Claiming System (EMACS) as provided by SBSC during four fiscal quarters in the school year.

2.02.3 Code the status of each sample moment to effectively and accurately record the performance of school district personnel activities as delineated in the Medicaid School District Administrative Claiming Guide.

2.02.4 Provide periodic training to SBSC employees who will be responsible for coding the quarterly activities of district personnel delineated on the sample forms. Districts will be responsible for the training in accordance with Chapter 5 of the AHCA SDAC Guide.

2.02.5 The Florida Department of Education (FDOE) has contracted with SBSC to provide management services free of charge to all school districts in the state of Florida. There will be at no cost to the districts for the EMACS Administrative Services.

2.02.6 SBSC shall maintain and be able to produce requested records and materials for AHCA audits.

2.02.7 Any recoupment of funds due to an audit exception, deferral or denial deemed appropriate by the AHCA will be the responsibility of the SBSC, even after withdrawal from the program.

2.03 **Responsibilities of SBSC**

2.03.1 Pursuant to this agreement, SBSC will be acting solely as a data manager and data processor for SBSC.

2.03.2 Annually collect school district calendars and scheduled work hours for relevant staff positions from SBSC.

2.03.3 Quarterly collect personnel rosters from SBSC and perform data entry relative to creating a sample pool of individuals.

2.03.4 Quarterly generate the prorated share of random moment sample forms utilizing the EMACS system.

2.03.5 One hundred percent of all returned random moment sample forms will be reviewed for the purposes of quality control. In instances where there is a disagreement on the coding of a particular sample moment form by the district coder, AHCA will be contacted, in writing, to ensure the consistency of activity selection. The University of South Florida student services IDEA Discretionary Project will be copied on any such correspondence.

2.03.6 Quarterly sample results will be shared with all participating districts upon receipt from ACHA.

2.03.7 Retain all administrative claiming data in accordance with Medicaid and FDOE record retention requirements.

2.04 **Mutual Agreements**

Independent contractors: SBSC and SBSC are independent contractors. Nothing contained herein shall constitute or designate either party's employees or agents as agents or employees of the other party. Each party remains solely responsible for its own cost report and claim that will be submitted to the Agency for Health Care Administration (AHCA).

2.05 **Indemnification**. Each party agrees to be fully responsible for its acts of negligence, or its agent's acts of negligence when acting within the scope of their employment and agrees to be liable for any damages resulting from said negligence.

ARTICLE 3 – GENERAL CONDITIONS

3.01 **No Waiver of Sovereign Immunity**. Nothing contained in this Agreement is intended to serve as a waiver of sovereign immunity by any agency to which sovereign immunity may be applicable.

3.02 **No Third Party Beneficiaries**. The parties expressly acknowledge that it is not their intent to create or confer any rights or obligations in or upon any third person or entity under this Agreement. None of the parties intend to directly or substantially benefit a third party by this Agreement. The parties agree that there are no third party beneficiaries to this Agreement and that no third party shall be entitled to assert a claim against any of the parties based upon this Agreement. Nothing herein shall be construed as consent by an agency or political subdivision of the State of Florida to be sued by third parties in any matter arising out of any contract.

3.03 **Non-Discrimination**. The parties shall not discriminate against any employee or participant in the performance of the duties, responsibilities and obligations under this Agreement because of race, age, religion, color, gender, national origin, marital status, or disability.

3.04 **Records**. Each party shall maintain its own respective records and documents associated with this Agreement in accordance with the records retention requirements applicable to public records. Each party shall be responsible for compliance with any public documents request served upon it pursuant to Section 119.0701, Florida Statutes, and any resultant award of attorney's fees for non-compliance with that law.

IF THE CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT 407-320-0000, DEBORAH CAUDILL@SCPS.K12.FL.US, 400 EAST LAKE MARY BLVD, SANFORD, FL 32773.

3.05 **Entire Agreement**. This document incorporates and includes all prior negotiations, correspondence, conversations, agreements and understandings applicable to the matters contained herein and the parties agree that there are no commitments, agreements or understandings concerning the subject matter of this Agreement that are not contained in this document. Accordingly, the parties agree that no deviation from the terms hereof shall be predicated upon any prior representations or agreements, whether oral or written.

3.06 **Amendments**. No modification, amendment, or alteration in the terms or conditions contained herein shall be effective unless contained in a written document prepared with the same or similar formality as this Agreement and executed by each party hereto.

3.07 **Preparation of Agreement**. The parties acknowledge that they have sought and obtained whatever competent advice and counsel as was necessary for them to form a full and complete understanding of all rights and obligations herein and that the preparation of this Agreement has been their joint effort. The language agreed to herein expresses their mutual intent and the resulting document shall not, solely as a matter of judicial construction, be construed more severely against one of the parties than the other.

3.08 **Waiver**. The parties agree that each requirement, duty and obligation set forth herein is substantial and important to the formation of this Agreement and, therefore, is a material term hereof. Any party's failure to enforce any provision of this Agreement shall not be deemed a waiver of such provision or modification of this Agreement. A waiver of any breach of a provision of this Agreement shall not be deemed a waiver of any subsequent breach and shall not be construed to be a modification of the terms of this Agreement.

3.09 **Compliance with Laws**. Each party shall comply with all applicable federal and state laws, codes, rules and regulations in performing its duties, responsibilities and obligations pursuant to this Agreement.

3.10 **Governing Law**. This Agreement shall be interpreted and construed in accordance with and governed by the laws of the State of Florida. Any controversies or legal problems arising out of this Agreement and any action involving the enforcement or interpretation of any rights hereunder shall be submitted to the jurisdiction of the State courts of the Eighteenth Judicial Circuit of Seminole County, Florida.

3.11 **Binding Effect**. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns.

3.12 **Assignment**. Neither this Agreement nor any interest herein may be assigned, transferred or encumbered by any party without the prior written consent of the other party. There shall be no partial assignments of this Agreement including, without limitation, the partial assignment of any right to receive payments from SBSC.

3.13 **Force Majeure**. Neither party shall be obligated to perform any duty, requirement or obligation under this Agreement if such performance is prevented by fire, hurricane, earthquake, explosion, wars, sabotage, accident, flood, acts of God, strikes, or other labor disputes, riot or civil commotions, or by reason of any other matter or condition beyond the control of either party, and which cannot be overcome by reasonable diligence and without unusual expense ("Force Majeure"). In no event shall a lack of funds on the part of either party be deemed Force Majeure.

3.14 **Place of Performance**. All obligations of SBSC under the terms of this Agreement are reasonably susceptible of being performed in Suwannee County, Florida and shall be payable and performable in Suwannee County, Florida.

3.15 **Severability**. In case any one or more of the provisions contained in this Agreement shall for any reason be held to be invalid, illegal, unlawful, unenforceable or void in any respect, the invalidity, illegality, unenforceability or unlawful or void nature of that provision shall not effect any other provision and this Agreement shall be considered as if such invalid, illegal, unlawful, unenforceable or void provision had never been included herein.

3.16 **Notice**. When any of the parties desire to give notice to the other, such notice must be in writing, sent by U.S. Mail, postage prepaid, addressed to the party for whom it is intended at the place last specified; the place for giving notice shall remain such until it is changed by written notice in compliance with the provisions of this paragraph. For the present, the Parties designate the following as the respective places for giving notice:

To SBSC:	Superintendent of Schools The School Board of Suwannee County, Florida 702 2ND Street NW Live Oak, Florida 32064
With a Copy to:	Vicki DePratter The School Board of Suwannee County, Florida 702 2ND Street NW Live Oak, Florida 32064
To SBSC:	Dr. Walt Griffin Superintendent of Schools The School Board of Seminole County, Florida 400 East Lake Mary Boulevard Sanford, Florida 32773
With a Copy to:	Dr. Michelle Walsh The School Board of Seminole County, Florida 400 East Lake Mary Boulevard Sanford, Florida 32773

3.17 **Captions**. The captions, section numbers, article numbers, title and headings appearing in this Agreement are inserted only as a matter of convenience and in no way define, limit, construe or describe the scope or intent of such articles or sections of this Agreement, nor in any way effect this Agreement and shall not be construed to create a conflict with the provisions of this Agreement.

3.18 **Authority**. Each person signing this Agreement on behalf of either party individually warrants that he or she has full legal power to execute this Agreement on behalf of the party for whom he or she is signing, and to bind and obligate such party with respect to all provisions contained in this Agreement.

3.19 **Excess Funds**. Any party receiving funds paid by SBSC under this Agreement agrees to promptly notify SBSC of any funds erroneously received from SBSC upon the discovery of such erroneous payment or overpayment. Any such excess funds shall be refunded to SBSC with interest calculated from the date of the erroneous payment or overpayment is noticed to the SBSC subject to confirmation of the overpayment by both parties. Interest shall be calculated using the interest rate for judgments under Section 55.03, Florida Statutes, applicable at the time the erroneous payment or overpayment was made by SBSC.

IN WITNESS WHEREOF, the Parties hereto have made and executed this Agreement on the date first above written.

FOR SBSC

(Corporate Seal)

THE SCHOOL BOARD OF SUWANNEE COUNTY, FLORIDA

By_____
School Board Chair

ATTEST:

_____
Superintendent of Schools

Approved as to Form:

_____
School Board Attorney

FOR SBSC

(Corporate Seal)

THE SCHOOL BOARD OF SEMINOLE COUNTY, FLORIDA

ATTEST:

By

Walt Griffin, Ed.D., Superintendent

Amy Lockhart, Chairman

Michelle Walsh, PhD
Exceptional Student Education, Executive Director
Witness

Deborah Caudill
Coordinator – Medicaid/Health Services
Witness

SUWANNEE COUNTY SCHOOL DISTRICT

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BOARD ATTORNEY

MEMORANDUM

TO: Ted Roush, Superintendent of Schools

FROM: Vickie Music DePratter, Chief Financial Officer

DATE: March 20, 2017

RE: Agenda Item for April 25, 2017, Regular Meeting

RECOMMENDATION:

The Superintendent presents the following report for informational purposes:

- *Suwannee County District School Board Financial and Federal Single Audit*, for the Fiscal Year Ended June 30, 2016

A copy of the report is available for review in the office of the Chief Financial Officer.

BACKGROUND:

This report is presented annually upon completion of the audit.

The finding cited in the report has been addressed and compliance review by appropriate school staff is ongoing.

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BOARD ATTORNEY

MEMORANDUM

TO: Ted L. Roush, Superintendent of Schools

FROM: Bill Brothers, Assistant Superintendent of Administration

DATE: April 11, 2017

RE: Agenda Item for the April 25, 2017 Regular Board Meeting

RECOMMENDATION:

The Superintendent recommends approval of the Suwannee County School District Level II Principal Leadership Development Plan.

BACKGROUND:

This plan is for principals seeking School Principal Certification through the NEFEC Regional Principal Leadership Academy. This plan is required to be submitted to the state.

BB/dr

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9. Program Effectiveness
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Directions:

This document has been provided in Microsoft Word format for the convenience of the district. The order of the template shall not be rearranged. Each section offers specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. All submitted documents shall be titled and paginated. Where documentation or evidence is required, copies of the source document(s) (for example, rubrics, policies and procedures, observation instruments) shall be provided. **Upon completion, the district shall email the template and required supporting documentation for submission to EdPrepFolio@fldoe.org**

****Modifications to an approved Level II school principal preparation program may be made by the district at any time. A revised Level II principal preparation program shall be submitted for approval, in accordance with Rule 6A-5.081, F.A.C.**

Provide a summary of the district's level II program, including the following:

Purpose: This program is designed to serve the district as the training ground for individuals seeking school principal certification. The program uses a blended model to deliver professional learning to certification candidates who are recommended for participation by the district superintendent. The structure also allows the district to identify and mark skill sets of individuals in the succession plan for school principals in the district.

Goal: The long-term goal of the program is to improve student achievement in the district by increasing the number of high performing school leaders.

Objectives:

1. Increase the pool of potential certified school leaders for principal vacancies
2. Ensure the pool consists of leaders who are focused on student learning and achievement, as well as on faculty development
3. Recruit, retain and train experienced principals to engage in mentoring others and to provide on-site, job-embedded inquiry that increases student achievement, and
4. Build a self-sustaining structure for leadership support.

Overview of curriculum: This project-based approach allows the candidate to engage in an extended (15 month minimum) study of the Florida Principal Leadership Standards that is truly job-embedded. Certification candidates work with district and consortium staff to design and implement an inquiry/research project and complete coursework that is aligned with their School Improvement Plan, the goals and objectives of the candidate's Individual Leadership Development Plan, and/or their Deliberate Practice measures.

Because the inquiry projects are individualized, they are customizable and adjustable to meet the leadership development needs of the candidate throughout the inquiry cycle. The process of inquiry project development and implementation is supported by activities and assessments that are designed to assist the candidate in developing the work of the project. All tasks and assignments and are assessed by a corresponding rubric. The processes of collecting artifacts, documenting project progress, monitoring candidate progress, determining program completer satisfaction, evaluating program success (as well as the success of individual program components), and timely feedback from facilitators to candidates are all housed and managed within NEFEC's Moodle Learning Management System.

Timeline: Assuming there are no remediation needs, the program is designed to take 15 months to complete. Each cohort begins in February or March, and ends the following May. This timeline allows for all the requirements to be met, and to provide time for an entire data cycle to occur.

Program leaders - Provide a description of the names and departments that have been involved in the creation of this program and who will be involved in its implementation.

Name	Title	Role
Janene Fitzpatrick	Assistant Superintendent of Instruction	Program Design, Candidate Selection and Progress Monitoring, Mentor Selection
John Olson	Director of Curriculum	Program Design, Candidate Selection and Progress Monitoring, Mentor Selection
Mark Bracewell	Manager, Leadership Programs North East Florida Educational Consortium (NEFEC)	NEFEC Partner, Program Design and Implementation, Data Collection, Candidate Progress Monitoring
Chris Pryor, Ph.D.	Program Development and Training Specialist, NEFEC	NEFEC Partner, Program Design and Implementation

PROGRAM DESCRIPTION

This program is designed to serve the district as the primary training ground for individuals seeking school leadership certification. The program uses a blended model to deliver professional learning to certification candidates who are recommended for participation by the district superintendent. The distance learning components of the academy are housed within the NEFEC eLearning Division's Moodle Learning Management System. In addition to serving as a training venue, Moodle also serves the academy as its system for monitoring progress of candidates as they move through the requirements of the system, and as a way for candidates to document their work within the program. Moodle also serves as the tool by which reports may be generated that document district compliance with the standards of Florida's Staff Development Protocol System.

Administrator inquiry is the cornerstone of the program's curriculum.

The long-term goal of the program is to improve student achievement in the district by increasing the number of high performing school leaders.

The objectives of the program are designed to:

1. Increase the pool of potential certified school leaders for principal vacancies
2. Ensure the pool consists of leaders who are focused on student learning and achievement, as well as on faculty development
3. Recruit, retain and train experienced principals to engage in mentoring others and to provide on-site, job-embedded inquiry that increases student achievement, and
4. Build a self-sustaining structure for leadership support.

Program Candidate and Completer Quality

Admission requirements and procedures meet the requirements outlined in s. 1012.562(3)(a), F.S., and 6A-5.081, F.A.C.

Applicant Requirements:

1. Must hold a Florida certificate in educational leadership (Level 1);
2. Are responsible for providing summative performance evaluations for the most recent two years that indicate overall performance levels of either Effective or Highly Effective. Applicants who fail to provide this documentation will not be considered for the program
3. Are required to certify successful instructional leadership responsibilities by documenting:
    - A minimum of one year as a school administrator or its equivalent
    - A summative rating of effective or higher as measured by the Suwannee County School District School Leader Assessment, for each of the years previously served as a school-based administrator.

Candidate selection process: From the pool of eligible applicants, program candidates will be chosen on the basis of:

1. Written Letter of Intent to participate in the Level II School Leadership Program

2. Candidate Resume' including a listing of the candidate's most recent assignments as a school-based administrator and the instructional leadership responsibilities of each of those positions.
3. Letter of recommendation from candidate's principal or immediate supervisor (if the candidate is a principal)
4. Results of selection interview to be conducted by district administrator(s)
5. Results of a writing assessment based upon one or more of the applicable Florida Principal Leadership Standards.
6. The Letter of Intent, Resume, interview and writing assessment will each be assessed according to an associated rubric. Applicants for a cohort will be ranked, and available cohort slots filled according to that ranking. The district will determine the number of slots available at any given time.

Collecting, monitoring and reporting data on candidates who applied to, were admitted to, and enrolled in the program.

- The district will compile data each year on the following:
  a. Total number of program applicants
  b. Total number of applicants deemed eligible, as defined by 1.1 (a-c)
  c. Percentage of applicants who are eligible
  d. Number and percentage of eligible applicants who are admitted to the program
  e. Number and percentage of eligible applicants who exit the program prior to completion
  f. Reason(s) for each candidate's exit (for those who exit prior to completion.) Interview conducted with each exiting candidate.

These data will be used for the purpose of making programmatic improvements, including improvements to the eligibility process, as well as to the methodologies used to select from the pool of eligible candidates.

Description of Program Elements

This program operates as a part of a regional cohort system for assistant principals and who desire to gain certification as a school principal in which they design and implement individual inquiry/research projects. This project-based approach allows the principal or assistant principal to engage in an extended (12 month minimum) study of the Florida Principal Leadership Standards that is truly job-embedded. Certification candidates work with district and consortium staff to design an inquiry project that is aligned with their School's Improvement Plan, as well as the goals and objectives of the candidate's Individual Leadership Development Plan and/or Deliberate Practice measures. Because the inquiry projects are ,, they are thereby customizable and adjustable to meet the leadership development needs of the candidate throughout the inquiry cycle. The process of inquiry project development and implementation is supported by activities and assessments that are designed to assist the candidate in developing the work of the project. Each and every assignment and assessment includes a corresponding rubric, by which the task(s) is (are) assessed. The target for each assignment's rubric must be met before a candidate can proceed to the next assignment. A NEFEC staff member facilitates all coursework, activities, and assessments. The processes of collecting artifacts, documenting project progress, monitoring candidate progress, determining program completer satisfaction, evaluating program success (as well as the success of individual program components), and timely feedback from facilitators to candidates are all housed and managed within NEFEC's Moodle Learning Management System.

The elements of the NEFEC Regional Principal Leadership Academy are as follows:

1. **Florida Principal Leadership Standards Orientation:** This **three hour training** is designed to introduce candidates to the revised (2011) Florida Principal Leadership Standards (FPLS) as well as the work of the Principal as the school's leader of learning. The training will highlight the importance of all the standards, but will place special emphasis on the learning environment, student learning, instructional planning, and faculty development (Domains 1 and 2, FPLS). **The training will also include each candidate completing the Florida Principal Leadership Standards Inventory.** Participants will also receive orientation to the renovated W.C. Golden (WCG) website,www.floridaschoolleaders.org

2. **Orientation to Inquiry:** This **three hour training** is designed to introduce candidates to the inquiry process. Candidates will receive direction in choosing research topic that is aligned to student needs as revealed in their school's improvement plan, to the goals of their Individual Leadership Development Plan (ILDP), and/or their Deliberate Practice targets. They will also receive information about the academy progression, leading to certification as a Florida School Principal.

3. **Introduction to Student Achievement Data:** This WCG course is designed to introduce candidates to data analysis targeted specifically to the work of the school-based leader. The course takes candidates through content that can be used as a resource for completing the many embedded assessments. Course assessments are scenario-based and meant to present real-world challenges and dilemmas faced by instructional leaders where data analysis is the key link to problem solving. Topics include: the use of formative and summative data analysis to bring about instructional change, and data presented for the purpose of informing staffing and other human capital decisions. The course includes a post assessment.

4. **ESOL for Administrators:** This **online training** is designed to enable participants to

increase their knowledge of the role and responsibilities of administrators in Florida as the instructional leader of the school and participant in the LEP Committee regarding limited English proficient (LEP) students. **This training satisfies the 60-hour training requirement for Administrators**

5. **Florida Leadership 360 Assessment:** This **self-assessment tool** was designed to align to the Florida Principal Leadership Standards and key indicators. Feedback is provided to the participants anonymously and within a secure online environment. Candidates invite supervisors, peers, teachers, and staff to complete survey instruments that reveal perceptions of proficiency aligned with FPLS. Candidates can view printable reports displaying graphical and numerical ratings which incorporate the candidate's competence and importance ratings. These data will be used to inform choices within the planning of the inquiry project, as well as for the individual professional learning opportunities in which the candidate engages.

6. **The Ethical Educator:** The focus of this **scenario-based, WCG course** is on identifying and studying those actions and decisions that define ethical behavior. The course is also designed to cultivate leader recognition of those ethical behaviors in others. The course includes a posttest.

7. **Intel Educational Leadership for the 21st Century:** This **12-hour online module** is designed to focus on using technology as a tool used to facilitate learning. Participants will construct a technology plan for their school, and look at various recognition techniques for promoting and giving feedback for the appropriate use of technology by teachers and students.

8. **Observation/Walk-Through Training:** The North East Florida Educational Consortium sponsors this **district-specific, 18-hour, blended-learning series**. The series explores the processes of conducting both formal and informal observations as well as walk-through observations. It includes: practice in pre-observation conferencing, observation and scoring using the district-specific rubric, effective feedback to teachers, use of resources to improve instruction, and post-conference techniques. The training is customized for each candidate according to the observation rubric used by the candidate's district. The intended outcome of this training series is that candidates achieve observation accuracy and inter-rater reliability.

9. **WCG Course of Choice:** Each candidate will select a course from the William Cecil Golden suite, after consideration of inventory and evaluation data. In addition, one of the structured mentor discussions requires each candidate to discuss his/her choice with the mentor and receive guidance and feedback to ensure that the choice aligns with candidate need.

10. **Professional Development Alternatives Module: "Teaching Students with Disabilities**: This Florida Diagnostic @ Learning Resource System (FDLRS) course enables educators to develop, increase and demonstrate knowledge and skills for providing effective instruction for students with disabilities. Content and activities focus on federal and state requirements for identification and provision of services to students with disabilities and comparison of the development and characteristics of children with disabilities to children without disabilities. Emphasis is on how to develop a universally designed and differentiated environment by identifying models of support for assisting students with disabilities in accessing the general education curricula and by

implementing effective instructional methods (e.g. explicit and systematic instruction, scaffolding, modeling, visual supports, and manipulatives) in order to meet individual student needs. It includes implementation steps that must be completed at the end in order to receive the certificate for upload. **This course also meets the state requirement for 20 PL points related to meeting the needs of ESE students.**

11. **Inquiry Project Prospectus Development:** This is the process by which candidates decide, and seek approval of, the topic, content, methods, and desired outcomes of the inquiry project. This process is meant to be collaborative, in that the candidate interacts with program facilitators, staff from their district, staff at their school (including members of their school leadership team and other lead teachers), their principal, and their mentor (if other than the principal) to determine the project content and processes. Candidates also have opportunities to interact with each other throughout the development process through facilitated discussion threads in the Moodle LMS. The desired result of this process is a project prospectus that meets the approval of the Regional Review Committee, on the basis of a 4 point scale where a rating of "3" meets the standard, and earns approval. The rubric addresses not only alignment of the project to data sources that indicate individual and school need, but also the scope and sequence of the project. The facilitator gives rubric-based feedback to each candidate individually that ensures a project plan that is not only aligned to the needs of the candidate and his/her school/students, but also ensures a scope and sequence that is of sufficient depth and breadth to be meaningful and potentially impactful. To earn approval, the candidate's prospectus must include a plan for aligning the inquiry work with each of the ten Florida Principal Leadership Standards. This plan must also include how emphasis within the project work will be placed on those standards in Domains 1 and 2 of FPLS. Candidates must also submit documentation of alignment to individual need as evidenced by inventory data, school improvement data, and individual evaluation data. In addition, documentation must be provided of alignment to district and school-specific student achievement goals. Any proposal not meeting or exceeding these standards will be declined and the candidate will have a limited window of time to re-submit.

12. **Inquiry Project Implementation:** The Implementation process should take 12-15 months to complete. <u>There should be a complete cycle of data from summative to summative so that growth and/or progress can be gauged.</u> Once a candidate has earned approval of their prospectus, the project cycle begins. The implementation phase is where the job-embedded nature of this process becomes evident. Candidates who have gained project approval have projects that align very closely with their school's improvement plan goals, as well as with their ILDP and/or Deliberate Practice targets and individual evaluation data. The process follows an adapted version of the methodology of Dr. Nancy Dana, a noted teacher/principal inquiry expert from the University of Florida.

13. **Critical Incident Reflections (3):** Candidates will formally reflect, during the project implementation process, on what they are learning throughout the inquiry process. Three times during the project cycle (month 2-3, month 8-9, and month 13-14) candidates will reflect on specific occurrences that impacted the inquiry process. The first Critical Incident reflection will be around the prospectus development process. The second will be related to barriers to project implementation, and the third related to mid-course adjustment required as a consequence of data analysis.

14. **Discussion Thread Topics:** There will be eight separate online discussion threads

facilitated during the project cycle. The timing of these threads is designed to coincide with training opportunities and/or inquiry development and implementation steps. Each discussion is facilitated by qualified personnel and housed on the Moodle LMS. Each discussion thread has an associated rubric, in which the target describes how the topic relates to not only the individual inquiry project, but the leadership practice and learning of the candidate. Each rubric also requires the candidate to explore and post relevant resources for the benefit of the group. The discussion thread topics are:

a. **Inquiry Project Exploration/Discussion**—Candidates will be required to submit two possible ideas for inquiry project ideas. Items should include: plans for implementation, timelines, possible barriers to success, alignment to the FPLS, and data gathered from leadership inventories and evaluations.

b. **Readiness for Implementation- Strengths, Weakness, Opportunities, Threats (SWOT) Analysis:** Candidates discuss a project idea from the standpoint of these four perspectives. The rubric associated with this discussion requires them to engage appropriate staff/faculty members in a discussion about the idea, through the lens of these for elements. Upon conclusion of the analysis, candidates participate in a threaded discussion that allows them to discuss their SWOT results and gain perspectives from others in their cohort. Candidate interactions are assessed according to the rubric associated with this activity.

c. **SMART Goal Development for Strategic Planning:** Candidates again engage relevant instructional staff in a discussion designed to develop a series of SMART goals that serve as the intended outcomes for the inquiry project. The result of this (these) session(s) are discussed in the thread. The discussion thread contains a rubric, in which the target includes discussion of the relevancy of the SMART goal to the topic chosen, among other elements.

d. **Effective Feedback and Communicating Expectations**: This discussion thread is designed to generate collaboration and feedback around how candidates communicate expectations, intended outcomes, and progress of the project work. The rubric for this discuss includes targets that require specific discourse about what's communicated, how it's communicated, who it's communicated to, how often, and how this communication worked (or didn't) to move the project toward it's intended outcomes. The targets also require a recount of specific incidences of both feedback to teachers, and of communicating expectations.

e. **Leading the Change Process for The Florida Standards**: This discussion thread includes content from Everett Rogers "Change Theory." It asks candidates to assess the interactions of individuals involved in the work of their inquiry project through the lens of Dr. Rogers' theory. Targets in the rubric require direct reference to Dr. Rogers' theory, and to the work of the staff associated with the project.

f. **Teacher Observation/Evaluation Discussion**: This requires discussion of activities related to teacher observation and feedback. Targets in the rubric require direct discussion and examples of observation data, and the discussion that results from data collected, as well as outcomes noted from follow-up after the discussion.

g. **Communicating Results with Stakeholders**: This requires discussion of the inquiry project in terms of how progress, processes and results are being communicated to those involved in/or affected by the work of the project. Targets within the rubric

require discussion of progress and process with multiple groups, and the result of those conversations.

h. **Effective Leadership of Professional Learning Communities**: This discussion is framed around the article, "How Do Principals Really Improve Schools," (DuFour, 2013). Candidates will be asked to meet the standard of the rubric attached to this discussion by identifying with the article in certain areas of their leadership practice, and by assessing their schools' practice of PLC implementation according to specific principles set forth in the article.

15. **Mentor Program:** Each candidate will be assigned a mentor. The mentor may be the candidate's principal (if the candidate is an Assistant Principal) or the candidate's immediate supervisor (if the candidate is already a principal).

a. **Mentor Requirements:** The Mentor should meet the following minimum criteria:

- Should have a history of only Effective and Highly Effective summative administrator performance ratings
- Should be (or have been) a principal for at least three years
- Should agree (in writing) to meet with candidate for a minimum of _____ hours each week during the Level II program for the purpose of reviewing candidate progress and discussing topics related to the candidate's work in the program. (NEED MENTOR AGREEMENT FORM)
- Attendance at an orientation meeting for the purpose of discussing the mentor/candidate relationship. (NEFEC will facilitate this regionally)
- Attendance at the Inquiry Showcase (culminating activity)

b. **Mentor/Candidate Interaction Requirements:**

- Minimum total of _____ hours of interaction for the 15-month program cycle. These interactions can take the form of email, text, phone calls, face-to-face, virtual (Zoom, Adobe Connect, etc.)
- Minimum of 3 sessions during the program cycle, for the purpose of reviewing feedback from the NEFEC Regional Review Committee. (after receipt of each Regional Review Council report)
- Candidate will be required to keep a log of interactions with their mentor, using the approved form, located in the Moodle course housing all program content. (NEED LOG FORM)

c. **Required Mentor/Mentee Discussion Topics**

The Mentor/Mentee relationship should be ongoing, and may include more than the topics below. The log should reflect the candidate (mentee) engaging in not only conversation with the mentor, but in also in reflection about the discussions.

1. How does a principal in this district operate the budget of his/her school?
   a. How are dollars allocated to the school?
   b. How are positions allocated?
   c. How much flexibility is there in the budgeting process, and how does this work?
   d. What do you do, as the principal, to ensure that PD needs are met within the budget?
   e. How do you decide what PD needs get funded?

2. PLC Implementation
   a. What is your idea of the "perfect PLC?"
   b. How do you decide who leads PLCs?
   c. What process did you use to begin/refine PLCs at the school?
   d. How are PLC topics determined?
   e. Why do you use this method?

3. Succession Management
   a. What are your key methods for developing teacher leaders?
   b. How do you engage great teachers, but who may be content in their classroom, are not delivering PD, and/or modeling effective practice for others?
   c. How are team/subject area leaders chosen?
   d. Why do you think this method is (or is not) effective?
   e. If you recognized someone who you thought had potential as a school administrator, how might you approach the subject with them?

4. Effective Hiring Practices (this discussion is conducted in conjunction with participation in at least one teacher interview process)
   a. How do you decide the questions to ask in an interview for a teaching position?
   b. What role does student data play in crafting these questions?
   c. What safeguards do you use to make sure you get genuine responses, as much as possible?
   d. Are there elements of the interview that should always include? If so, why are these elements critical?
   e. How do you balance the release of a teacher during the year with the concern that may not be quality applicants to replace him/her?

5. Review of and Feedback on Regional Review Council Segment Review.
   a. This discussion should occur after receiving the results from each of three reviews.
   b. Review recommendations and commendations (for timeliness and quality of submissions)
   c. Review feedback on content and process of the inquiry project to date
   d. What next steps are needed?

d. Intake Meeting with Mentor:

- Requirements (Aligning Program with Candidate's Individual Needs-How is this defined?

- FPLS Inventory--Look at results from the inventory. What standards did the candidate score lowest in? Does the projected inquiry project give the candidate

opportunities to work in these areas, as well as areas of strength?

- Candidate Evaluation Data--Examine data from the candidate's most recent
- Candidate ILDP/Deliberate Practice--
- Florida 360 Assessment--This is conducted in Segment 2. Examine the "blind spots" data in particular. Are there areas where others indicated as possible challenges that the candidate did not see? Discuss how these data, when collected, might impact the inquiry project direction and/or choices in the William Cecil Golden suite of courses.
- Requirements (Aligning Program with Candidate's Individual Needs-How is this defined?)
- The candidate's inquiry project, as well as the course of choice within the William Cecil Golden required courses shall be aligned to all of the following:
    - FPLS Inventory
    - School/District Improvement Planning Documents
    - Candidate Evaluation Data
    - Candidate ILDP/Deliberate Practice

16. **Quarterly Conference Calls:** Four times during the project cycle, a regional call involving all candidates will be conducted. This call serves several purposes:
    - Candidates discuss project progress and challenges,
    - Receive feedback from course administrators and peers on mid-course adjustments and project/process improvement.
    - Candidates are solicited for feedback on improvements to program components to date.
17. **Candidate Feedback Surveys:** Eight surveys are conducted throughout the project cycle. Seven of the surveys are related to specific courses, assessments, or assignments within the program. The eighth survey is conducted upon a candidate's completion of the academy, and gauges candidate perception of the academy in general. All surveys are designed to determine the candidate's perception of the rigor, relevance, and applicability of the program components. All data from these surveys is examined at least annually, and programmatic adjustments are considered, in part, on the basis of these results.
18. **Regional Review Council**—The Regional Review Council convenes four times during the program cycle to conduct a review of each candidate's work to date, and provide feedback, to the candidate, the candidate's mentor, district, and the district superintendent. The committee reviews each assignment submitted in a given segment, using a "blind" review method. Each candidate receives feedback, in the form of commendation and recommendations, regarding the timeliness and quality of assessments and assignments, as well as the quality, scope, sequence and progress of the inquiry

project. Committee members are veteran, high performing principals, each with at least five years of experience as a principal in a high-performing school and extensive experience in conducting administrator inquiry. The NEFEC facilitator is also required to be a current or former high-performing principal with experience in conducting administrator inquiry, and serves as an advisory member to the Regional Review Committee.

The Regional Review Council serves seven basic functions:

1. To monitor candidate progress toward meeting the completion deadlines imposed within the NEFEC Regional Principal Leadership Academy

2. To gauge the quality of candidates' submissions using a system of rubrics and scales

3. To make recommendations to candidates on how they might improve submissions.

4. To report to district staff on candidate progress

5. To make a final recommendation to superintendents regarding the fitness of candidates for certification as a school principal, on the basis of program guidelines.

6. To make recommendations concerning program improvements

7. To make recommendations concerning the improvement of individual program components

19. **Inquiry Showcase Final Presentation**: Candidates will articulate project processes, research, progression, challenges, and outcomes in a final presentation showcase. The audience for this presentation will be the other candidates in the cohort, district staff, and candidate mentors, as well as the Regional Review Committee. The rubric/scale for this presentation will serve as the review committees' "scorecard". The end result of this event will be a recommendation, by the Regional Review Committee, as to the status of the candidate's successful completion of all program components. This recommendation is not solely based on the result of the showcase presentation, but the presentation certainly informs the recommendation process.

Progress Monitoring:

- **Candidate Progress:** Candidate progress will be formally assessed each quarter by the Regional Review Council. The council will meet and review documentation each candidate has posted to the dedicated Moodle site. They will also review candidate progress in scheduled modules and training events during the most recent quarter. A progress report for each candidate will be produced that includes both commendations and recommendations regarding progress to date. The contents of the report will be made available to both the candidate, his/her district staff representative, mentor and the district superintendent.

- **Candidates Not Making Progress:** The Regional Review Committee will make a written declaration of progress to each candidate in the district. Any candidate who is not making sufficient progress after the first program segment will be contacted by the

program administrator, for the purpose of discussing barriers to progress and resources needed to get "back on track." After the second segment, if a candidate is not making progress, a meeting with the candidate and program administrator will be held, for the purpose of devising a specific written plan for improvement. After the third segment, if a candidate is not making progress, the plan is revisited in another formal meeting with the program administrator, and the candidate's superintendent is informed of the possibility that the candidate may not complete the program successfully. If a candidate, after the fourth and final segment of the program has not made progress, they have not successfully completed, and are ineligible to apply for a full calendar year. **District staff and superintendent will also have access to the Moodle site for the candidate(s) from their district on an ongoing basis.** They can monitor progress and provide feedback to their candidate at any time.

- **Program Assessment:** An assessment of overall program progress will be conducted annually. The Regional Review Council will review Candidate Survey documentation, along with feedback solicited from leadership (district level.) The Council will make written commendations and recommendations.

- **Program Completion Criteria:** In order to complete the requirements of the NEFEC Regional Principal Leadership Academy, thereby qualifying for superintendent recommendation for certification as a school principal, the following criteria must be met:

  1. Successful completion of all program activities within the specified timeframe

  2. Quality of submissions must ALL meet or exceed the standard set forth by the rubric and/or scale associated with each submission.

  3. Members of the Regional Review Council must unanimously agree that all criteria for completion have been met, and that the candidate is fit, according to academy standards, for recommendation to the superintendent, as an academy completer. **ALL INDIVIDUAL AND DISTRICT SPECIFIC COMPONENTS REQUIRED BY THE CANDIDATE'S DISTRICT MUST ALSO BE MET IN ORDER FOR THE CANDIDATE TO BE RECOMMENDED BY THE SUPERINTENDENT FOR CERTIFICATION.**

Candidate Remediation:

- **Assessment/Assignment Remediation**: When a candidate's work on any assignment or assessment does not meet the standard established by the associated rubric, remediation must occur. A candidate may repeat an assignment as many times as necessary to meet the standard, and it is required of the course facilitator to provide feedback and support on each submission and/or resubmission. Failure to meet the requirements of a course embedded within the program, or the requirements of the final Action Research Project Presentation will result in the candidate repeating that course or presentation, thereby postponing eligibility for completion/certification.

- **Program Remediation:** A regional review committee will convene four times during the program, for the purpose of conducting a review of candidate progress. Committee members will be given access to the candidates' work in the Moodle Learning Management System (LMS) Candidates who are not making progress will be required

to work with their mentor to develop a remediation plan, which will be monitored by NEFEC partners and district staff. Any candidate who is not successful in meeting the goals of his/her remediation plan and must exit the program for reasons related to performance will be required to wait at least one calendar year before being allowed to re-apply for the program. Application approval of those who attempt to re-enroll is at the discretion of the district superintendent.

Matrix: Level II Certification Program Alignment with Florida Principal Leadership Standard Indicators

	FPLS Indicators																							
Level II Courses/Activities	1a	1b	2a	2b	2c	2d	3a	3b	3c	3d	3e	4a	4b	4c	4d	4e	4f	5a	5b	5c	5d	5e	5f	6a	6b
FPLS Orientation	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
WCG FPLS Inventory	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Orientation to Inquiry												■	■	■	■	■		■	■					■	■
WCG Intro to St Ach Data		■						■			■														
ESOL for Administrators						■				■								■	■	■		■			
FL Lead 360 Assessment																									
The Ethical Educator	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Intel ED Lead 21st Century															■										
Obs/Walk-Through Training									■				■		■						■				
Inquiry Pro Prospectus Dev																								■	■
Inquiry Proj Implementation:	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Critical Incident Ref (3)																									■
FPLS/Inquiry Discussion.	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Inquiry Project Discussion	■																								
SWOT Analysis			■	■																		■			■
SMART Goal Dev																									■
Eff Feedback and Com					■																■				
Leading the Change Process			■	■																■					
Teacher Obs/Eval Discussion							■														■				
Com Results w/Stakeholders																									
Mentor/ Mentee Discussions														■											
Effective Leadership of PLCs																■	■	■							
PDA ESE Module						■				■								■	■	■		■			

Matrix: Level II Certification Program Alignment with Florida Principal Leadership Standard Indicators

FPLS Indicator	6c	6d	6e	7a	7b	7c	7d	7e	8a	8b	8c	8d	9a	9b	9c	9d	9e	9f	9g	10a	10b	10c	10d	10e	10f
FPLS Orientation	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
WCG FPLS Inventory	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Orientation to Inquiry	■	■	■										■		■		■		■				■		
Intro to St Ach Data																							■		
ESOL for Administrators																						■	■		
FL Lead 360 Assessment	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
The Ethical Educator																				■			■		
Intel ED Lead 21st C			■															■					■		
Obs/Walk-Th Training														■									■		
Inquiry Proj Pro Dev	■								■	■	■												■		
Inquiry Proj Impl	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Critical Incident Ref (3)	■								■	■											■		■		
FPLS/Inquiry Discussion.	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Inquiry Project Dis																							■		
SWOT Analysis	■				■				■	■	■												■		
SMART Goal Dev	■	■					■		■	■	■												■		
Eff Feedback and Com																							■		
Lead Change Process																							■		
Obs/Eval Discussion																							■		
Com Res w/Stakeholders								■								■	■		■				■		
Mentor/ Mentee Dis						■						■											■		
Eff Leadership of PLCs		■					■				■				■								■		
PDA ESE Module																						■	■		

FORMS, DOCUMENTS AND RUBRICS

INQUIRY PROJECT GUIDELINES

The PLA Guidelines will be distributed to each candidate as a part of the initial inquiry orientation training. These guidelines delineate the minimum criteria for the candidate's inquiry project. They include instructions for project alignment with other major school and district-based efforts, for forms of data to be included, and for engaging other staff members in the work of the project. This document will be the cornerstone for a discussion with each cohort of candidates, centering on what is specifically required within the project cycle.

The candidate's inquiry project should:

- Provide evidence of alignment with all 10 of the Florida Principal Leadership Standards (FPLS);
- Place special and specific emphasis on the standards in Domains 1 and 2 (Student Achievement and Instructional Leadership);
- Be aligned with the identified learning needs of staff and students;
- Be aligned with the learning needs of the candidate, as revealed by data collected from Learning Inventories, 360 assessments, and other sources of data;
- Be aligned with goals of the School Improvement Plan for the candidate's current school;
- Be aligned with the goals of the candidate's Individual Leadership Development Plan (ILDP);
- Be aligned with the candidate's Deliberate Practice Targets, when appropriate;
- Include goals that are SMART (Specific, Measureable, Attainable, Relevant, and Time-framed);
- Be of sufficient scope to enable a period of study that encompasses an entire data analysis cycle (baseline data-frequent/appropriate progress monitoring, midcourse adjustments/assessments, more data collection, summative assessment);
- Provide a plan for promoting the work of the project (creating "buy-in"), within the context of improving staff and student achievement;
- Include data from multiple sources, including qualitative and quantitative measures;
- Include allowances for mid-course corrections based on relevant data;
- Include specific plans for engaging other staff and stakeholders in the work of the inquiry;
- Include ongoing examination of the need for Professional Learning-both for the candidate, and for staff and stakeholders enlisted in the effort;
- Consider the need for ethical treatment of all staff, students, and stakeholders in the completion of the work; and
- Consider the need for continuous improvement-not only in the areas of staff and student achievement, but also in the area of school community culture.

NEFEC PRINCIPAL LEADERSHIP ACADEMY
INQUIRY PROJECT PROSPECTUS

Candidate Name: _____

Inquiry Title: *(The Formal Title of Your Inquiry-Something "catchy" would be good!)*

Purpose: *(What problem or challenge have you identified that is worthy of this research?)*

Main Inquiry Question: *(What main question do you hope to answer as a result of conducting this research?)*

Inquiry Sub-questions: *(What other, subsidiary questions can you think of, that need to be answered in the process of answering the main inquiry question?)*

Method: *(A general description of how you will conduct your research)*

Data Collection and Analysis: *(What types/ forms of data might you collect, and what do you hope to find? What changes do you hope to bring about as a result of conducting this inquiry? Be sure to include data on the impact of this project on the school's budget.)*

Alignment to Student and Candidate Data: *(To what specific School Improvement Goal(s) is your inquiry project aligned, and how? Also, how is the project aligned to your personal professional learning needs?)*

Alignment to FPLS: (*List how the work of this project might be aligned to EACH of the ten Florida Principal Leadership Standards,)*

Timeline: *(A month-by-month schedule that outlines how the project will be conducted. Be sure to include how and when you will share progress and outcomes with interested stakeholders.)*

Regional Review Committee Inquiry Project Review Score Sheet

This score sheet will be used by each member of the NEFEC PLA Regional Review Committee to rate each candidate's inquiry project in terms of alignment with the Florida Principal Leadership Standards, on a four-point scale. Any standards not receiving an alignment score of 2 or better must be re-submitted within a specific timeline established by the Regional Review Committee. Each standard in Domains 1 and 2 must receive an alignment score of 3 or better, or re-submission will be required. This scale and rubric will be applied to the content of an introductory presentation given before the Regional Review Council, for the purpose of approving inquiry project topics and content.

FPLS	How Project Incorporates Standard	Comments	Mid-Point Rubric Score	Comments	Final Project Rubric Score	Comments
Student Learning Results (Must Score 3 or above)						
Student Learning as a Priority (Must Score 3 or above)						
Instructional Plan Implementation (Must Score 3 or above)						
Faculty Development (Must Score 3 or above)						
Learning Environment (Must Score 3 or above)						
Decision Making						
Leadership Development						
School Management						
Communication						
Professional and Ethical Behaviors						

Alignment of Inquiry Project to FPLS-Rubric

This document establishes alignment targets for each Florida Principal Leadership Standard. The focus of the rubric is on clear articulation of project alignment to the standards, and the candidate's use of examples of the types of work to be done within the context of the project. These examples serve the purpose, not only of illustrating alignment, but also of encouraging the candidate to consider, from the outset, the tasks to be completed within the timeframe of the proposed project.

Alignment of Inquiry Project with Florida Principal Leadership Standards

4 Exceeds Target	3 Target	2 Below Target-Resubmit	1 Unacceptable-Resubmit
The candidate articulates a clear, concise plan for aligning the work of the project to the specific FPLS using language from the standard, and provides more than two examples that indicate alignment. It is clear that there are concrete plans to make the particular standard an area of focus for the project.	• The candidate articulates a clear, concise plan for aligning the work of the project with the specific FPLS. • The language of the description of that aligned work is consistent with the language of the specific FPLS. • There are at least two specific examples of the type of work involved by the candidate or the work of those working with the candidate is aligned with the specific FPLS.	• There is an effort made to align the work of the project with the specific FPLS, but it is not clear and/or concise • There is little effort made by the candidate to include language from the specific FPLS in the alignment description • There is one example provided of the type of work that indicates alignment with the specific standard, or the two examples that are provided lack detail and/or depth of explanation	There is no evidence of alignment with the specific standard

Regional Review Committee Inquiry Project Quality Indicators Score Sheet

This form is used by the Regional Review Committee to record individual candidate presentation ratings concerning the quality of the inquiry project design. This is a set of ratings in addition to those related to project alignment with the Florida Principal Leadership Standards. These ratings register the degree to which the candidate's project adequately describes the rationale for the inquiry, the intended outcomes, as well as the use of data to inform decisions within the inquiry. The candidate is also asked to consider the types of professional learning that might be needed in order to meet the desired project outcomes. A score of 3 or above on each Quality Indicator must be achieved in order for the candidate to gain initial project approval.

This form is also used by the Regional Review Committee to give each candidate feedback on project progress during a window of time that represents the mid-point of the inquiry cycle. Each candidate is required to give a brief mid-point presentation before the committee. Data gathered by the committee using both the Quality Indicators Rubric, and the FPLS Alignment Rubric is shared with human resources personnel who have responsibility for leadership development in the candidate's district. From there, decisions regarding candidate remediation support can be made when appropriate.

Finally, the form, and its accompanying rubric, is used to score the final project presentation (also given by each candidate, before the Regional Review Council). This final score is also used to indicate the committee's recommendation that the overall project (not just the final presentation) has (or has not) met the standard of inquiry project quality determined by the NEFEC Regional Principal Leadership Academy. Candidates who successfully meet this standard, who complete all the coursework and other requirements of the NEFEC PLA, and who successfully complete the requirements set forth by their individual district, are recommended to their respective district superintendent for certification as a Florida School Principal.

Quality Indicator	Initial Approval Rating	Comments	Mid-Point Review Rating	Comments	Project Completion Rating	Comments
Describe the local problem or question that prompts the study in sufficient detail to communicate with varying levels of stakeholders						
Describe the local setting in sufficient detail to provide context for understanding the problem or question, in terms of school climate, demographics, personnel, historical background, and other pertinent factors.						
Describe the gap(s) in practice using supporting data from multiple sources. Justify the need for the study in terms of why it is important, who will be affected, what will be the intended result, and how a positive result will impact student and staff learning.						
Align the question or study with goals and objectives within the school's improvement plan, learning goals, with the candidate's Individual Leadership Development Plan (ILDP), with the candidate's Deliberate Practice goal(s), and/or other district or school-based planning documents. Justify any deviation from the alignment with a clear explanation of why the component does not meet the requirements for any of the aforementioned areas.						
Articulate the rationale for choosing the problem/question and justify why there is a need for this study with clear, concise language.						
List potential data sources, both quantitative and qualitative, to locate evidence that the problem/question warrants study						
List potential data sources and how the data will be recorded, analyzed, shared, and stored to monitor progress of the work toward solutions to the problem/question						
Include at least two relevant current citations from research literature ("Current" is defined as published within the last five years) that align with the problem/question						
Include at least two "sub-questions" that arise as a result of studying the identified problem/question that align with your inquiry project.						
Identify methodologies for studying these "sub-questions" including data collection, progress monitoring, and desired measurable outcomes. Create preliminary goals for measurable outcomes using a well-defined process.						
Describe desired measurable outcomes for student and staff learning that result from the study						
Describe and justify potential professional learning needs of CANDIDATE as a result of this study						
Describe and justify potential professional learning needs of OTHERS WORKING WITH CANDIDATE in this study						

Inquiry Project Approval Form

This document indicates either approval, or lack thereof, of the candidate's inquiry project proposal. Data gathered from the initial presentation rubric and scale inform the approval decision. Candidates who do not receive scores on the rubric that meet the target can resubmit their project for approval within a specified window of time. Those who do not meet this deadline, or who do not meet the standard on their second submission are not included in the cohort, but can resubmit when the next cohort forms.

INQUIRY PROJECT APPROVAL FORM

CANDIDATE NAME: _____

DISTRICT: _____ DATE: _____

The inquiry project prospectus for the above-named individual has been:

_____ Approved

_____ Declined, Please re-Submit (consult your NEFEC BlackBoard site for specific areas of re-submission)

*If, your prospectus was declined, and you wish to re-submit, the deadline for re-submission of your prospectus is _____.

Signature: _____

Printed Name: _____

Member, Regional Review Committee _____

NEFEC Regional Principal Leadership Academy _____

Final Project Rubric

This rubric serves a dual purpose. First, it is used by the Regional Review Committee to score each candidate's final inquiry project presentation on the basis of the target and scale provided. Secondly, it serves the purpose of assisting the Regional Review Committee in coming to a decision regarding overall project quality, in terms of the standard set forth by the rubric. While certain elements within this rubric speak to the quality of the PRESENTATION, the bulk of this rubric is designed to address the quality of the project planning, process, and the degree to which the project's intended outcomes were met.

Final Presentation Rubric

4 **Exceeds Target**	3 **Target**	2 **Below Target**	1 **Unacceptable**
Requirements for Target are met, plus: • Increased emphasis on work in Domains 1 and 2 of FPLS was evident and articulated • Discussions of next steps and mid-course corrections included detail of how other staff and/or stakeholders were involved in the work • Discussions of next steps were of sufficient specificity that candidate's ongoing interest in continuing the work of the inquiry was evident. • Discussion of the inquiry indicated a high degree of transference to the candidate's day-to-day work	• Presentation within prescribed time limit of 7-12 minutes • Appropriate technology used in presentation • Presentation included at least two appropriate graphic representations of data • Presentation concisely detailed major efforts within the inquiry project • Presentation included discussion of intended outcomes for staff and students, and specifically stated the degree to which those outcomes had been achieved. • Presentation documented achievement of most of the inquiry intended outcomes, and provided reasonable justification for outcomes not reached. • Presentation included data that supported need for the study • Presentation included indicators of how activities/tasks aligned with FPLS • Presentation included a discussion of mid-course adjustments and the results of those adjustments • Presentation included discussion of next steps • Presentation included documentation of how student and staff learning was impacted by the inquiry • Presentation included discussion of how the candidate's practice was impacted by what was learned within the inquiry	• Presentation more than 30 seconds over or under time • No technology used, or technology not properly planned • Only one representation of data presented • Details of major efforts presented, but are difficult to understand or connect to project subject matter. • Intended outcomes presented, but not related to subject matter of project, or intended outcomes for one of required groups omitted, outcomes not adequately documented • Data supportive of need for study not presented clearly • Only one form of data presented • Insufficient documentation of alignment of activities/tasks to FPLS • mid course adjustments/next steps mentioned, but discussion was vague and/or not related to stated inquiry outcomes or inquiry topic in general. • Vague discussion of how candidate's practice was impacted by the project	• The presentation was vague, did not discuss project's target outcomes and did not address expected mid-course corrections or planned next steps. • No data was presented, in any form, that indicated level of progress made to date • No alignment of activities/tasks to FPLS • No discussion of inquiry's impact

Critical Incident Form

Three times during the project cycle, each candidate will be asked to select a "Critical Incident" that occurs within the work of the inquiry project. This "Critical Incident" should be a significant happening (not necessarily negative or problematic in nature) that impacts the progress of the inquiry in some way. The candidate is asked to use this form to reflect on what happened, actions taken (and the result of those actions), feedback received from others, and the Leadership Standards in play during the progression of the "incident" in question. The design of this form is to encourage the candidate to connect things that happen in the course of inquiry to a refined process for seeking and deploying solutions. Having a systematic plan in place for thinking about-and dealing with "Critical Incidents" often makes them more manageable.

NEFEC REGIONAL PRINCIPAL LEADERSHIP ACADEMY

CRITICAL INCIDENT FORM

Situation: Brief Description of the Incident
Action: What Action(s) did you take?
Relationship to Inquiry: How did this situation impact your inquiry?
Results: What were the results of the action you took?
Personal Reflection: What did you do that worked? What would you do differently?
Feedback: What input or insight did you get from those around you? How did that feedback impact your decision?
FPLS: What FPLS were addressed within the context of this incident?

Critical Incident Rubric

4 Exceeds Target	3 Target	2 Below Target Re-submit	1 Unsatisfactory Re-Submit
• Incident very clearly articulated, and candidate relates multiple ways in which the incident relates to the work of the inquiry • Candidate articulates next steps as a result of data collected from the critical incident activity • Candidate not only articulates "lessons learned" from the critical incident activity, but can relate putting those lessons to practice in another situation in which this new information was applied • Candidate articulates the specific difference input from others made in the action taken in this incident, and in a subsequent incident, whether related to the inquiry or not. • Candidate related the incident to multiple FPLS, including at least one in Domains 1 or 2.	• Incident is described clearly and concisely • Incident relates to candidate's inquiry, and that relationship is clearly articulated • Specific actions taken are outlined • Impact on inquiry work is discussed thoroughly • Results of actions are delineated, even if result was not positive • Candidate's reflection on what did, and did not work within the actions taken were clearly articulated, as what the candidate might choose as alternate solutions • It is clear that the candidate sought the input and advice of others concerning the incident in question • The related FPLS were clearly articulated.	• Incident described with lack of clarity • Incident described has little relationship to work of the candidate's inquiry • Candidate discusses actions taken, but not the result of those actions • Candidate either discusses what worked, or what did not, but not both. Neither is discussed with much clarity. • Candidate discusses what he/she might do differently, but not in any detail • Candidate sought feedback, but it appears he/she did not take any action on it and did not offer a reasonable explanation for why no action was take on feedback received. • FPLS connection was weak, or inadequately articulated.	• Incident described has no relationship to candidate's inquiry • Candidate does little to articulate actions taken or lessons learned • Candidate did not seek feedback from others, and did not present a plausible reason for failing to do so. • No FPLS connections offered

DISCUSSION BOARD RUBRICS

Inquiry Project Exploration Discussion Rubric

Criteria	1-Resubmit	2-Resubmit	3-Meets the Standard	4-Exceeds the Standard	Feedback
Part A: Discussion of Inquiry Project Development	Post not related to development of project ideas.	Stated one possibility for project topics, but did not elaborate on details of planning, staff that might be involved, or how the project outcomes are linked to outcomes within the School Improvement Plan, Individual Leadership Development Plan (ILDP) and/or Deliberate Practice Targets	Explored one or more possible project topics in detail, including how other staff might be engaged in the work of the projected project, linkages to School Improvement Plan, ILDP, and Deliberate Practice Targets (where appropriate).	Explored multiple project possibilities (2 or more), gave detailed explanation/plans for each, plans for using the expertise of others, as well as discussing the linkages provided in the standard target (3). In addition, this rating requires that intended project outcomes are outlined for each project possibility.	
Part B: Connection to FPLS	No linkage to FPLS	Stated linkage to FPLS, but no concise explanation of how elements of project possibilities are tied to FPLS	Stated possible project connections to FPLS, included detailed explanation; made particular reference to FPLS in Domains 1 and 2.	Described project ideas in detail as describe in Standard Target (3); made particular reference to FPLS in Domains 1 and 2. Majority of standards referenced and linked within discussion of project possibilities.	
Part C: Response to Original Post	Did not respond to an original post or response included content that was unrelated to the topics	Responded to an original post by: • disagreeing • agreeing	Added to an original post by: • elaborating • asking a question • disagreeing with support • agreeing with additional support • referring to additional material	Added to an original post by: • elaborating • asking a question • disagreeing with support • agreeing with additional support • referring to additional material • following up with any replies	

Readiness (S.W.O.T. Analysis) Discussion Rubric

Criteria	1-Resubmit	2-Resubmit	3-Meets the Standard	4-Exceeds the Standard	Feedback
Part A: Using the SWOT Analysis--Readiness to Engage in Inquiry	Stated one each: Strength, Weakness, Opportunity, Threat anticipated in conducting chosen inquiry	Stated two possibilities for some of the categories in the SWOT Analysis: Strengths, Weaknesses, Opportunities, Threats	Explored multiple possibilities for most categories in SWOT analysis; included; explored possible workarounds for threats, and possible ways to improve weaknesses	Explored multiple possibilities for all SWOT categories, gave detailed explanation/plans using the expertise of others to improve weaknesses, and for diminishing the impact of potential threats to the project.	
Part B: Connection to FPLS	No linkage to FPLS	Stated linkage to FPLS, but no concise explanation of how elements of project possibilities are tied to FPLS	Stated SWOT Analysis connections to FPLS, included detailed explanation; made particular reference to FPLS in Domains 1 and 2.	Described SWOT Analysis connections to FPLS in detail; made particular reference to FPLS in Domains 1 and 2. Each of 10 standards referenced and connected to some element of SWOT.	
Part C: Response to Original Post	Did not respond to an original post or response included content that was unrelated to the topics	Responded to an original post by: • disagreeing • agreeing	Added to an original post by: • elaborating • asking a question • disagreeing with support • agreeing with additional support • referring to additional material	Added to an original post by: • elaborating • asking a question • disagreeing with support • agreeing with additional support • referring to additional material • following up with any replies	

Smart Goal Development Discussion Rubric

Criteria	1-Resubmit	2-Resubmit	3-Meets the Standard	4-Exceeds the Standard	Feedback
Part A: SMART Goal Development	Goal-setting was discussed, but not in terms of goals being Specific, Measureable, Attainable, Relevant, or Time-Based	SMART Goals were identified but elements of SMART were missing, and/or the goals identified were not directly related to the stated project.	Multiple (two or more) SMART Goals are identified, containing clearly stated goals, with all elements of SMART present for each goal. Rationale is presented for aligning each SMART goal with the overall objective of the inquiry project. The post contains evidence of action steps that will be taken in order to achieve at least some of the goals presented.	Multiple (two or more) SMART Goals are identified, containing clearly stated goals, with all elements of SMART present for each goal. Rationale is presented for aligning each SMART goal with the overall objective of the inquiry project. The post contains evidence of action steps that will be taken in order to achieve each goal presented. The post contains discussion of resources (human capital and other resources) needed to carry out the action steps, as well as suggested timelines for achievement.	
Part B: Connection of SMART Goals to School Improvement Plan (SIP)	No linkage to School Improvement Plan	Stated linkage to SIP, but no concise explanation of how elements of SMART goals are tied to the actual work of the SIP	Stated SMART goal connections to SIP, included clearly detailed explanation of how project SMART goals fit into the work of the School Improvement Plan	Stated SMART goal connections to SIP, included clearly detailed explanation of how project SMART goals fit into the work of the School Improvement Plan; talked specifically about how the achievement of the SMART goals will improve student learning in the aligned SIP areas. (Alignment of outcomes for SIP and SMART goals).	
Part C: Response to Original Post	Did not respond to an original post or response included content that was unrelated to the topics	Responded to an original post by: • disagreeing • agreeing	Added to an original post by: • elaborating • asking a question • disagreeing with support • agreeing with additional support • referring to additional material	Added to an original post by: • elaborating • asking a question • disagreeing with support • agreeing with additional support • referring to additional material • following up with any replies	

Feedback and Communicating Expectations Discussion

Criteria	1-Resubmit	2-Resubmit	3-Meets the Standard	4-Exceeds the Standard	Feedback
Part A: Discussion of Feedback Methods	Post not related to providing feedback to teachers/staff/stake holders	Post is vaguely related to communicating either staff or student expectations, but does not specifically discuss how the work of the project accomplishes timely and specific feedback to teachers. There are no examples cited in the post of how feedback was given.	Post clearly articulates the methods used in the inquiry to give feedback to teachers. At least one specific incident is described in which the candidate gave feedback to a teacher, including the resulting action by the teacher, and the candidate's follow up with the teacher on the feedback.	Post clearly articulates the methods used in the inquiry to give feedback to teachers. Multiple (two or more) examples are cited of instances where feedback was given, resulting actions by the teacher as a result of the feedback, as well a description of how the candidate's follow up was accomplished for each cited feedback instance.	
Part B: Discussion of Communicating Expectations	Post not related to communicating expectations	Post discusses, in vague terms, how expectations of students, staff, and/or other stakeholders will be communicated, but offers no specific examples of how this has been accomplished	Post clearly articulates the methods used in the inquiry to communicate expectations. At least one specific incident is described in which the candidate relayed expectations either successfully or unsuccessfully. In either case, the post articulates the results of the encounter.	Post clearly articulates the methods used in the inquiry to communicate expectations. Multiple (two or more) examples are cited of instances where expectations were articulated, resulting actions by the teacher as a result of the feedback when expectations were (or were not) met, as well a description of how the candidate's follow up was accomplished for each cited feedback instance.	
Part B: Response to Original Post	Did not respond to an original post or response included content that was unrelated to the topics	Responded to an original post by: • disagreeing • agreeing	Added to an original post by: • elaborating • asking a question • disagreeing with support • agreeing with additional support • referring to additional material	Added to an original post by: • elaborating • asking a question • disagreeing with support • agreeing with additional support • referring to additional material • following up with any replies	

Leading the Change Process Discussion Rubric

Criteria	1-Resubmit	2-Resubmit	3-Meets the Standard	4-Exceeds the Standard	Feedback
Part A: SMART Goal Development	Post not related to leading change, and the post does not relate directly to needed change at the candidate's school related to Common Core State Standards, OR Post is related to changes at the school related to Common Core, but post reflects candidate participation in the process, rather than participating as a leader of the change.	Post is vaguely related to leading change, and makes reference to changes occurring at the candidate's school, but no references are made to specific steps that are being taken by the candidate to help facilitate a change or shift related to Common Core implementation, and/or how the change relates to the candidate's inquiry.	Post is related to the candidate's leadership of specifically identified change related to Common Core implementation of a specific nature at the school. Post relates specific steps that the candidate is taking, or leading others to take to facilitate the change. Post reflects examples of how decisions made by the candidate, or at the candidate's direction have brought about specific, measureable change in Common Core implementation at the school. Post acknowledges specific strategies used to "bring around" those who are might be resistant to the change Linkages between the cited change and the candidate's inquiry project are clearly articulated.	Post is related to the candidate's leadership in change related to Common Core implementation. Post relates multiple, specific steps that the candidate is taking, or leading others to take to facilitate the change articulated by the post. Post reflects examples of how decisions made by the candidate, or at the candidate's direction have brought about specific, measureable change. Multiple examples of how the candidate worked to bring about consensus for change are also clearly articulated. In cases where change efforts were made but a positive result was not yet accomplished, the post reflects next steps projected by the candidate to bring about more positive results within the change effort.	
Part B: Response to Original Post	Did not respond to an original post or response included content that was unrelated to the topics	Responded to an original post by: • disagreeing • agreeing	Added to an original post by: • elaborating • asking a question • disagreeing with support • agreeing with additional support • referring to additional material	Added to an original post by: • elaborating • asking a question • disagreeing with support • agreeing with additional support • referring to additional material • following up with any replies	

Teacher Observations Discussion Rubric

Criteria	1-Resubmit	2-Resubmit	3-Meets the Standard	4-Exceeds the Standard	Feedback
Part A: SMART Goal Development	Post not related to teacher observation, and the post does not reflect active, frequent participation by the candidate, as an observer of teachers.	Post indicates that the candidate is regularly engaged in teacher observation but rarely engages in sharing teacher observation results. No specific references are made to trends revealed by observation data, and how these data are used to bring about instructional change. Discussion does not include articulation of how observation data is related to goals of the inquiry project.	Discussion of teacher observation includes evidence that the candidate frequently conducts teacher observations, as well as conducting pre and post observation conferences when appropriate. Data from observations is generalized, with trends in teacher behavior identified, (realizing that specific teacher data cannot be shared.) Candidate shares at least one method used for discussing observation data with teachers, Clear alignment is articulated between inquiry project goals and the collection and use of observation data.	Discussion of teacher observation includes evidence that the candidate frequently conducts teacher observations, as well as conducting pre and post observation conferences when appropriate. Data from observations is generalized, with multiple trends in teacher behavior identified, (realizing that specific teacher data cannot be shared.) Candidate shares multiple methods used for discussing observation data with teachers, particularly those whose data reveals that support is needed in order for a change in instruction to occur. The discussion is framed around the role of observation data in either a specific aspect of the inquiry project, or the inquiry project as a whole.	
Part B: Response to Original Post	Did not respond to an original post or response included content that was unrelated to the topics	Responded to an original post by: • disagreeing • agreeing	Added to an original post by: • elaborating • asking a question • disagreeing with support • agreeing with additional support • referring to additional material	Added to an original post by: • elaborating • asking a question • disagreeing with support • agreeing with additional support • referring to additional material • following up with any replies	

Communicating Results to Stakeholders Rubric

Criteria	1-Resubmit	2-Resubmit	3-Meets the Standard	4-Exceeds the Standard	Feedback
A: Communicating Results with Teachers and Staff	Post does not define and discuss the need for effective communication with teachers and staff. Post makes no effort to relate the importance of communicating with teachers and staff to the goals of the inquiry project.	Post defines effective communication with teachers and staff in a school setting, without discussing the need for communication with these groups within the scope of the inquiry project. No examples of communication are offered that articulate how communication is accomplished within the scope of the candidate's project.	Post defines effective communication, and discusses the need for communication with teachers and staff, and the role that communication with these groups plays in successful implementation of any effort. The post also articulates, through use of at least one example, the role communication with teachers and staff plays in accomplishing the goals of the candidate's inquiry project. Post also articulates effective communication of inquiry project progress and outcomes with teachers and staff.	Post defines effective communication, and discusses, in detail, the need for communication with teachers and staff, and the role that communication with these groups plays in successful implementation of any effort. The post also articulates, through use of at multiple examples, the role communication with teachers and staff plays in accomplishing the goals of the candidate's inquiry project. The post articulates differences in how communication is accomplished, depending upon the audience within the school. Post also articulates, through use of at least one example, how communication of inquiry progress and outcomes are shared with teachers and staff.	
B. Communicating Results with Parents and Community	Post does not define and discuss the need for effective communication with parents and other stakeholders. Post makes no effort to relate the importance of communicating with these groups to the accomplishment of the goals of the inquiry project.	Post defines effective communication with parents and community in a school setting, without discussing the need for communication with these groups within the scope of the inquiry project. No examples of communication are offered that articulate how communication is accomplished within the scope of the candidate's project.	Post defines effective communication, and discusses the need for communication with parents and community, and the role that communication with these groups plays in successful implementation of any effort. The post also articulates, through use of at least one example, the role communication with parents and community plays in accomplishing the goals of the candidate's inquiry project. Post also indicates effective communication of inquiry project progress and outcomes with teachers and staff.	Post defines effective communication, and discusses, in detail, the need for communication with parents and community, and the role that communication with these groups plays in successful implementation of any effort. The post also articulates, through use of multiple examples, the role communication with parents and community plays in accomplishing the goals of the candidate's inquiry project. The post also articulates differences in how communication is accomplished, depending upon the audience. Post also articulates, through use of at least one example, how communication of inquiry progress and outcomes are shared with teachers and staff.	
Part B: Response to Original Post	Did not respond to an original post or response included content that was unrelated to the topics	Responded to an original post by: • disagreeing • agreeing	Added to an original post by: • elaborating • asking a question • disagreeing with support • agreeing with additional support • referring to additional material	Added to an original post by: • elaborating • asking a question • disagreeing with support • agreeing with additional support • referring to additional material • following up with any replies	

Professional Learning Communities (PLCs) Discussion Rubric

Criteria	1-Resubmit	2-Resubmit	3-Meets the Standard	4-Exceeds the Standard	Feedback
Part A: Using the Article "How to Principals Really Improve Schools?"	Stated one excerpt from the article that resonated, but failed to detail reasons or application to current practice	Stated one excerpt, and listed a reason for the connection.	Stated one excerpt, and discussed reason for the connection, including at least one example from current or past practice to support reasoning	Stated more than one excerpt, and discussed reason for connections including at least one example for each excerpt from current or past practice to support reasoning.	
Part B: The Five Steps to Success	Five steps are mentioned, but no examples are offered from candidate's school.		Each of the five steps is discussed in detail, in terms of how the school is currently positioned in each area. Connection to inquiry is discussed, using at least one of the five steps to connect to the inquiry project	Each of the five steps is discussed in detail, in terms of how the school is currently positioned. Multiple steps are discussed in terms of connecting to the inquiry project.	
Part C: Response to Original Post	Did not respond to an original post or response included content that was unrelated to the topics	Responded to an original post by: • disagreeing • agreeing	Added to an original post by: • elaborating • asking a question • disagreeing with support • agreeing with additional support • referring to additional material	Added to an original post by: • elaborating • asking a question • disagreeing with support • agreeing with additional support • referring to additional material • following up with any replies	

Customer Satisfaction Survey

This online, anonymous survey will be administered to program completers AND district leadership contacts via a link within the BlackBoard Learning Management System. Data from this survey will be used by NEFEC staff and the Regional Review Committee to make adjustments and improvements to the overall structure of the NEFEC Regional Principal Leadership Academy. The survey asks questions specific to the various elements of the academy, and allows for disaggregation of data by individual program element, as well as by completer demographic. It also allows survey completers (both participants and district staff) to give narrative feedback, if they desire to do so, on any and all aspects of the academy.

These surveys will be administered annually, at the close of each cohort's inquiry cycle. Program improvements will be considered, and implemented (when appropriate) prior to the beginning of the next cohort inquiry cycle.

Customer Satisfaction Survey Questions

Thank you participating in the Leadership Development Program Survey being conducted by the North East Florida Educational Consortium (NEFEC) Regional Principal Leadership Academy. The purpose of this survey is to provide NEFEC with your input so that we can build a better academy.

All of your responses are confidential. Your identity will not be linked to your responses in any way. This survey will only take a few minutes for you to complete. We are collecting survey data as a part of our continuous quality improvement process.

NEFEC's Regional Principal Leadership Academy is committed to the delivery of quality training that empowers successful program completers to lead in today's schools.

1. **What is your position / title?**
    a. Area Director or above
    b. Principal
    c. Intern Principal
    d. Assistant Principal
    e. Other
2. **What Level do you administer?**
    a. Elementary
    b. Elementary Charter
    c. Middle
    d. Middle Charter
    e. High School
    f. High School Charter
    g. Center
    h. District Office
    i. Other
3. **Years of experience as a School Based Administrator**
    a. 0-3 years
    b. 4-9 years
    c. 10-15 Years
    d. -20 Years
    e. Over 20 Years
4. **How satisfied are you with the NEFEC Regional Principal Leadership Academy?**
    a. Very Satisfied
    b. Satisfied
    c. Mildly Satisfied
    d. Not Satisfied at All
5. **How likely would you be to recommend the NEFEC Regional Principal Leadership Academy to a friend (or colleague)?**
    a. **Very Likely**
    b. **Likely**
    c. **Not very Likely**
    d. **Would not recommend**

6. **How would you rate your satisfaction with the Leadership Program in each of the areas below?**
   1. Very Satisfied 2. Satisfied 3. Neutral 4. Dissatisfied 5. Very Dissatisfied

_____ Appropriate course offering to meet your needs
_____ Effectiveness of the training courses in improving your performance
_____ Length of courses
_____ Amount of classroom time
_____ Amount of hands-on time
_____ Training facility
_____ Course delivery (instructors' theoretical knowledge, hands-on knowledge, etc.)
_____ Facilitators' presentation/communication skills
_____ Encouragement of participation
_____ Difficulty of Courses
_____ Skills you have developed
_____ Courses were well presented
_____ Skills gained have had a direct impact on my performance
_____ eLearning Platform for online coursework
_____ Project Format
_____ Project Documentation System

7. What did you like about your Leadership Development Program?

8. What did you dislike about your Leadership Development Program?

9.
How could NEFEC's Regional Principal Leadership Academy be improved?

Certification Recommendation Form

This form is the final documentation that recommends the candidate for state certification as a school principal, OR indicates that the candidate has NOT met the requirements for certification. If the candidate has met all requirements set forth by the NEFEC Regional Principal Leadership Academy, and those by the district, then a representative of the Regional Review Committee AND the Superintendent of Schools from the candidate's district BOTH sign this certification form. The signature of a member of the Regional Review Committee indicates that the entire committee is in agreement that the candidate has successfully completed all requirements of the NEFEC Principal Leadership Academy. The Superintendent's signature indicates that the candidate has met all district certification requirements. The form is then forwarded to the Florida Department of Education, along with other necessary payment and documentation, to have School Principal added to the candidate's Professional Certificate. It is important to note that while receipt of certification as a Florida School Principal does carry with it credentials that are recognized statewide, it does NOT constitute the guarantee of acquisition of a position, in any district, as a principal.

If the academy and/or district requirements have NOT been met, it is indicated on the form, and the representative of the Regional Principal Leadership Academy signs the form. The Superintendent of Schools from the candidate's district is also asked to sign the form, acknowledging that the candidate did not meet the requirements. Re-entry into the academy upon formation of a subsequent cohort is, at this point, up to the candidate's district.

CERTIFICATION RECOMMENDATION FORM

CANDIDATE NAME: _____

SCHOOL: _____

DISTRICT: _____

DATE: _____

The above named candidate: **(Check all that apply)**

_____ has met all requirements of the NEFEC Regional Principal Leadership Academy

_____has met all specific requirements of the district regarding Florida School Principal Certification

_____is eligible for certification as a Florida School Principal

_____is NOT eligible for certification, at this time, due to the following:

_____ the candidate has not satisfactorily completed the requirements of the NEFEC Regional Principal Leadership Academy

_____ the candidate has not satisfactorily completed the requirements for certification set forth by the school district

Printed Name: _____

Signature: _____

Member, Regional Review Committee _____

NEFEC Regional Principal Leadership Academy _____

Superintendent of Schools _____ District Schools _____

Program Completer Tracking Form

This form can be used by districts to track the progress of program completers, once they acquire a position as a school principal. The form is designed to assist with gathering data required for annual documentation required by the Florida Department of Education and for Florida's Professional Development System Protocol Evaluation. The form also allows for tracking of support mechanisms afforded principals who are underperforming and may be in need of remediation. This support may be offered through the individual's district, or through services offered by NEFEC. This data is also used to assist with annual program improvement decisions, made by the NEFEC Regional Principal Leadership Academy's Review Committee, or decisions made by the district.

Unlike other forms, this form is NOT digitized in NEFEC's BlackBoard Management System. Due to the sensitive nature of the types of data being tracked, it is up to each individual district to record, analyze, and disaggregate its own data. The form is not meant to take the place of documentation of prescribed assistance for administrators in need of improvement. It is merely provided as an example of how districts may choose to arrange the compilation of the data surrounding academy completer effectiveness.

If a program completer does not meet the school district's performance expectation within the first two years of serving in a fulltime position as a school principal, the individual will be provided an opportunity to develop an assistance plan in accordance with the district's performance appraisal system. The plan may not exceed one year of implementation. This plan will include intensive district-based mentoring and the supplemental use of the W.C. Golden-provided ASAP Modules on each standard (for remediation). The form used for this assistance plan will be provided by each individual district.

Additionally, the NEFEC Regional Review Committee, including its university partner representative(s), will collaborate with the school district to provide support in designing or implementing a plan of assistance for program completers who have not met performance expectations

DISTRICT FOLLOW UP DOCUMENTATION

SCHOOL PRINCIPAL CERTIFICATION PROGRAM COMPLETERS _____District Schools

COMPLETER NAME	DATE RECEIVED SCHOOL PRINCIPAL CERTIFICATION	CURRENT SCHOOL	Status Last 3 years (Retained-Removed-Moved)	SCHOOL GRADE (Last 3 years)	Performance Eval. (Last 3 years)	Remediation Support Needed? (y or n)	Support Provided (List All Forms of Support)

COURSE CURRICULUM/FPLS MATRIX

Curriculum Content Alignment to the Florida Principal Leadership Standards (FPLS)

Domain/Standard	Course Title	Assessment / Activity Description
Domain 1: Student Achievement		
1. Student Learning Results: Effective school leaders achieve results on the school's student learning goals.		
a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and,	**NEFEC Regional Principal Leadership Academy (NRPLA)** • Inquiry Project Prospectus • Inquiry Project Discussion Boards • Project Presentation	**Activity:** • **The Inquiry Project** spans the entire 15 month time period of the **NRPLA** and all associated project activities asks participants to align the project goals, with current School Improvement Plan goals, (which by definition must be based on the state's adopted student academic goals), the participant's IPDP/Deliberate Practice goals and must show linkage with each of the Florida Principal Leadership Standards. • Inquiry Project Exploration Discussion: **Assessment:** Successful completion of each associated assignments as well as passing scores on all elements of each of the following rubric: • Inquiry Project Prospectus • Final Presentation of Inquiry Project
b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.	**NRPLA** • William Cecil Golden (WCG) Course: Introduction to Student Achievement Data • WCG Course: Using Student Data to Impact Teaching and Learning	**Activity:** • **Introduction to Student Achievement Data:** This course is designed to introduce candidates to data analysis targeted specifically to the work of the school-based leader. Course assessments are scenario-based and meant to present real-world challenges and dilemmas faced by instructional leaders where data analysis is the key link to problem solving. Topics include the use of formative and summative data analysis to bring about instructional change, and data presented for the purpose of informing staffing and other human capital decisions. • **Using Student Data to Impact Teaching and Learning:** This is also a WCG course, and is designed to be a follow-up course to "Introduction to Student Achievement Data." The course discusses the types of visual representations of data, as well as ways that these representations can/should be interpreted. **Assessment:** Successful completion of WCG courses and associated assessments

2. Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.		

a. Enables faculty and staff to work as a system focused on student learning;	**NRPLA**
	• Inquiry Project
	• SWOT Analysis
	• Leading the Change Process for the FL Standards
		Activity:
		• **Inquiry Project**: Guidelines for the project address this element through the following objectives:
		  ○ provide a plan for promoting the work of the project (creating "buy-in"), within the context of improving staff and student achievement;
		  ○ include specific plans for engaging other staff and stakeholders in the work of the inquiry
		  ○ include ongoing examination of the need for Professional Learning-both for the candidate, and for staff and stakeholders enlisted in the effort;
		  ○ consider the need for continuous improvement-not only in the areas of staff and student achievement, but also in the area of school community culture
		• **Readiness for Implementation The Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis Of Inquiry Question** requires that the participant form a team of faculty and staff to analyse the project. Participants will share their analysis with each other is a Discussion Board
		• **Leading the Change Process for the FL Standards:** This discussion thread includes content from Everett Rogers "Change Theory." It asks candidates to assess the interactions of individuals involved in the work of their inquiry project through the lens of Dr. Rogers' theory. Targets in the rubric require direct reference to Dr. Rogers' theory, and to the work of the staff associated with the project.
		Assessment: Passing scores on rubrics for:
		• Inquiry Project Prospectus
		• Discussion Boards
		• Final Presentation of Inquiry Project

b. Maintains a school climate that supports student engagement in learning;	**NRPLA** • Readiness for Implementation-SWOT Analysis • Leading The Change Process for the F: Standards • Discussion	**Activity:** • **SWOT Analysis** See 2a above for description • **Leading the Change Process for the FL Standards:** See 2a for description **Assessment:** Passing scores on rubrics for: • SWOT Analysis • Leading the Change Process

c. Generates high expectations for learning growth by all students; and,	**NRPLA**
	• Inquiry Project
	• Effective Feedback and Communicating Expectations
		Activity:
		• **Inquiry Project**: Guidelines for the project address this element through the the following objectives:
		  ○ Must be aligned with the identified learning needs of all students
		  ○ Must be aligned with the School Improvement Plan.
		  ○ Must consider the need for continuous improvement-not only in the areas of staff and student achievement, but also in the area of school community culture
		• **Effective Feedback and Communicating Expectations**—this discussion thread is designed to generate collaboration and feedback around how candidates communicate expectations, intended outcomes, and progress of the project work. The rubric for this discuss includes targets that require specific discourse about what's communicated, how it's communicated, who it's communicated to, how often, and how this communication worked (or didn't) to move the project toward its intended outcomes. The targets also require a recount of specific incidences of both feedback to teachers, and of communicating expectations.
		Assessment: Passing scores on rubrics for:
		• Inquiry Project Discussion Boards
		• Effective Feedback and Communicating Expectations
		• Final Presentation of Inquiry Project

d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	**NRPLA**
	• Inquiry Project
	• PDA Module: Teaching Students with Disabilities
	• ESOL for Administrators
		Activity:
		• **Inquiry Project**: See 1a above for description
		• **PDA Module: "Teaching Students with Disabilities**: This course enables educators to develop, increase and demonstrate knowledge and skills for providing effective instruction for students with disabilities. Content and activities focus on federal and state requirements for identification and provision of services to students with disabilities and comparison of the development and characteristics of children with disabilities to children without disabilities. This course also meets the state requirement for 20 inservice points related to meeting the needs of ESE students.
		• **ESOL for Administrators** Throughout this course, we address the particular strengths, weaknesses, and challenges English Language Learners (ELLs) bring to the classroom. We will discuss guidelines for teaching students of diverse cultures. Also, we will address many issues that relate to Florida's formula for reading success (e.g., characteristics of readers, language, fluency, vocabulary, comprehension, assessment; and particular instructional needs of, and accommodations for, non-native speakers of English).
		Assessment:
		• Passing scores on rubrics for:
		  ○ Inquiry Project Discussion Boards
		  ○ Final Presentation of Inquiry Project
		• Successful completion of the ESOL for Administrators course and embedded assessments

Domain 2: Instructional Leadership		
3. Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum and state standards, effective instructional practices, student learning needs and assessments.		
a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;	**NRPLA** • Florida Principal Leadership Standards Orientation • William Cecil Golden (WCG) Principal Leadership Standards Inventory	**Activity:** • **Florida Principal Leadership Standards Orientation** (Face to Face) This **<u>three hour training</u>** is designed to introduce candidates to the Florida Principal Leadership Standards as well as the work of the Principal as the school's leader of learning. The training will highlight the importance of all the standards, but will place special emphasis on the need for "today's principal" to be especially attuned to the learning environment, student learning, instructional planning, and faculty development (Domains 1 and 2, FPLS). • **WCG Principal Leadership Standards Inventory** Participants are required to conduct a self assessment of their strengths and potential areas of growth using the inventory, This will be used to help determine the the direction of their personal learning and field experience opportunities during the program **Assessment:** • Participation in FPLS Orientation professional learning activities • Discussion Board FPLS/Inquiry and passing score on associated rubric
b. Engages in data analysis for instructional planning and improvement;	**NRPLA** • Introduction to Student Achievement Data • Using Student Data to Impact Teaching and Learning	**Activity:** • **Introduction to Student Achievement Data:** See 1b above for Description. • **Using Student Data to Impact Teaching and Learning:** See 1b above for Description. **Assessment:** Successful completion of WCG courses and associated assessments
c. Communicates the relationships among academic standards, effective instruction, and student performance;	**NRPLA** • Observation/ Walkthrough Training	**Activity:** • **Observation/Walk-Through Training:** This is a district-specific **18 hour blended learning series,** sponsored by the North East Florida Educational Consortium. The intended outcome of this training series is that candidates achieve observation accuracy and inter-rater reliability. The series includes: o Formal, informal observations and walk-through observations o Practice in pre-observation conferencing, o Observation and scoring, and o Effective feedback to teachers, • **Teacher Observation/Evaluation Discussion**—thread requires discussion of activities of the candidate related to teacher observation and feedback. **Assessment:** • Successful completion of the coursework. • Participation in discussion and passing scores on rubric

d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and,	**NRPLA** • ESOL for Administrators	**Activity:** • **PDA Module: "Teaching Students with Disabilities**: See 2d above for description • **ESOL for Administrators:** See 2d above for description **Assessment:** Certificate of Completion
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	**NRPLA** • WCG Course: Introduction to Student Achievement Data	**Activity: Introduction to Student Achievement Data:** See 1b above for Description. **Assessment:** Successful completion of WCG course and associated assessments
4. Faculty Development: Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.		
a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;	**NRPLA** • Inquiry Project	**Activity: Inquiry Project**: See 1a above for description **Assessment:** Passing scores on rubrics for: • Inquiry Project Prospectus • Inquiry Project Discussion Boards • Final Presentation of Inquiry Project
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;	**NRPLA** • Observation/ Walkthrough Training • Teacher Observation/Evaluation Discussion	**Activity:** • **Observation/Walk-Through Training:** See 3c above for description • **Teacher Observation/Evaluation Discussion** See 3c above for description **Assessment:** • Successful completion of the coursework as evidenced by providing teacher observation scores within the calibrated mode of the district aggregated scores. • Participation in discussion and passing scores on rubric
c. Employs a faculty with the instructional proficiencies needed for the school population served;	**NRPLA** • Discussion and Meeting with Mentor	**Activity:** Documented discussion with Mentor/Principal about succession management and hiring practices in their school.. This discussion will occur after the candidate has observed/participated in the hiring process for at least one open position at his/her school, or a neighboring school, if no positions are open at the candidate's school. **Assessment**: At least one documented entry in Mentor Log regarding plans for succession management.

d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional tech	**NRPLA** • Observation/ Walkthrough Training • INTEL Technology for the 21st Century	**Activity:** • **Observation/Walk-Through Training:** See 3c above for description • **Intel Educational Leadership for the 21st Century:** This **12-hour online module** is designed to where technology is a tool used to facilitate learning. Participants will construct a technology plan for their school, and look at various recognition techniques for promoting and giving feedback to appropriate use of technology by teachers and students. **Assessment:** Successful completion of courses and embedded assessments
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and,	**NRPLA** • Effective Leadership of Professional Learning Communities	**Activity: Effective Leadership of Professional Learning Communities:** this discussion is framed around an article by Dr. Richard DuFour entitled "How Do Principals Really Improve Schools." Candidates will be asked to meet the standard of the rubric attached to this discussion by identifying with the article in certain areas of their leadership practice, and by assessing their schools' practice of PLC implementation according to specific principles set forth in the article. **Assessment:** Participation in discussion board, and passing score on associated rubrics.
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	**NRPLA** • Effective Leadership of Professional Learning Communities	**Activity: Effective Leadership of Professional Learning Communities:** See 4e of description **Assessment:** Participation in discussion board, and passing score on associated rubrics.
5. Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.		
a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;	**NRPLA** • ESOL for Administrators • PDA Module	**Activity:** • **ESOL for Administrators:** See 2d above for description • **PDA Module: "Teaching Students with Disabilities**: See 2d above for description **Assessment:** Embedded Course Assessments and Certificates of Completion

b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;	**NRPLA** • ESOL for Administrators • PDA Module	**Activity:** • **ESOL for Administrators:** See 2d above for description • **PDA Module: "Teaching Students with Disabilities**: See 2d above for description **Assessment:** Embedded Course Assessments and Certificates of Completion
c. Promotes school and classroom practices that validate and value similarities and differences among students;	**NRPLA** • ESOL for Administrators • PDA Module	**Activity:** • **ESOL for Administrators:** See 2d above for description • **PDA Module: "Teaching Students with Disabilities**: See 2d above for description **Assessment:** Embedded Course Assessments and Certificates of Completion
d. Provides recurring monitoring and feedback on the quality of the learning environment;	**NRPLA** • Observation/ Walk-Through Training: • Teacher Observation/ Evaluation Discussion • Effective Feedback and Communicating Expectations	**Activity:** • **Observation/Walk-Through Training:** See 3c above for description • **Effective Feedback and Communicating Expectations**: See 2c for description **Assessment:** • Successful completion of Observation/Walkthrough coursework as evidenced by providing teacher observation scores within the calibrated mode of the district aggregated scores • Participation in Discussion Boards and passing score on associated rubrics
e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and,	NRPLA • Inquiry Project • SWOT Analysis	**Activity:** • **Inquiry Project**: See 1a above for description • **SWOT Analysis** See 2a above for description • **Leading the Change Process for the FL Standards:** See 2a for description **Assessment:** Passing scores on rubrics for: • SWOT Analysis • Inquiry Project Prospectus • Inquiry Project Discussion Boards • Final Presentation of Inquiry Project

f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.	**NRPLA** • ESOL for Administrators • PDA Module	**Activity:** • **ESOL for Administrators:** See 2d above for description • **PDA Module: "Teaching Students with Disabilities**: See 2d above for description **Assessment:** Embedded Course Assessments and Certificates of Completion
Domain 3: Organizational Leadership		
6. Decision Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.		
a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;	**NRPLA** • Inquiry Project Prospectus	**Inquiry Project Prospectus:** Candidate interacts with program facilitators, staff from their district, staff at their school (including members of their school leadership team and other lead teachers), their principal, and their mentor (if other than the principal) to determine the project content and processes. Candidates also have opportunities to interact with each other throughout the development process through facilitated discussion threads in the Moodle LMS. This plan must also include how emphasis within the project work will be placed on those standards in Domains 1 and 2 of FPLS. Candidates must also submit documentation of alignment to individual need as evidenced by inventory data, school improvement data, and individual evaluation data. In addition, documentation must be provided of alignment to district and school-specific student achievement goals. Any proposal not meeting or exceeding these standards will be declined and the candidate will have a limited window of time to re-submit. **Assessment:** The rubric addresses not only alignment of the project to data sources that indicate individual and school need, but also the scope and sequence of the project. The facilitator gives rubric-based feedback to each candidate individually that ensures a project plan that is not only aligned to the needs of the candidate and his/her school/students, but also ensures a scope and sequence that is of sufficient depth and breadth to be meaningful and potentially impactful. To earn approval, the candidate's prospectus must include a plan for aligning the inquiry work with each of the ten Florida Principal Leadership Standards

b. Uses critical thinking and problem solving techniques to define problems and identify solutions;	**NRPLA** • Inquiry Project Prospectus • Inquiry Project • Critical Incidents Forms 1-3 • SWOT Analysis • SMART Goal Development	**Activity:** • **Inquiry Project Prospectus:** See 6a above for description • **Inquiry Project:** See 1a above for description • **Critical Incidents Forms 1 - 3**: Candidates will formally reflect, during the project implementation process, on what they are learning throughout the inquiry process. The first Critical Incident reflection will be around the prospectus development process. The second will be related to barriers to project implementation, and the third related to mid-course adjustment required as a consequence of data analysis. • **SWOT Analysis** See 2a above for description • **Discussion: SMART Goal Development for Strategic Planning:** Participants engage relevant instructional staff in a discussion designed to develop a series of SMART goals that serve as the intended outcomes for the inquiry project. **Assessment:** Passing scores on rubrics for: • Inquiry Project Prospectus • Discussion Boards • Final Presentation of Inquiry Project
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;	**NRPLA** • Inquiry Project Prospectus • Inquiry Project • Critical Incidents Forms 1-3 • SWOT Analysis • SMART Goal Development	**Activity:** • **Inquiry Project Prospectus:** See 6a above for description • **Inquiry Project:** See 1a above for description • **Critical Incidents Forms 1 - 3**: See 6b above for description • **SWOT Analysis** See 2a above for description • **Discussion: SMART Goal Development for Strategic Planning:** See 6b for description **Assessment:** Passing scores on rubrics for: • Inquiry Project Prospectus • Discussion Boards • Final Presentation of Inquiry Project
d. Empowers others and distributes leadership when appropriate; and,	**NRPLA** • Smart Goal Development • Effective Leadership of Professional Learning Communities	**Activity:** • **Discussion: SMART Goal Development for Strategic Planning:** See 6b for description • **Effective Leadership of Professional Learning Communities:** See 4e of description **Assessment:** Participation in discussion boards, and passing score on all areas of associated rubrics.
e. Uses effective technology integration to enhance decision making and efficiency throughout the school.	**NRPLA** • INTEL Educational Leadership for the 21st Century	**Activity: Intel Educational Leadership for the 21st Century:** See 4d above for description **Assessment:** Submission of course completion documentation

7. **Leadership Development:** Effective school leaders actively cultivate, support, and develop other leaders within the organization.		
a. Identifies and cultivates potential and emerging leaders;	**NRPLA** • WCG Principal Leadership Standards Inventory	**Activity:** • **WCG Principal Leadership Standards Inventory** Participants are required to conduct a self assessment of their strengths and potential areas of growth using the inventory, This will be used to help determine the the direction of their personal learning and field experience opportunities during the program. **Assessment:** • Completion of the PLS Inventory and discussion
b. Provides evidence of delegation and trust in subordinate leaders;	**NRPLA** • SWOT Analysis	**Activity: SWOT Analysis** See 2a above for description **Assessment:** Completion of the SWOT Analysis, participation in the discussion and passing score in all areas of the associated rubric
c. Plans for succession management in key positions;	**NRPLA** • Mentor/Mentee Discussion	**Activity:** Documented discussion with Mentor/Principal about succession management and hiring practices in their school.. This discussion will occur after the candidate has observed/participated in the hiring process for at least one open position at his/her school, or a neighboring school, if no positions are open at the candidate's school. **Assessment**: At least one documented entry in Mentor Log regarding plans for succession management.
d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and,	**NRPLA** • Discussion: SMART Goal Development for Strategic Planning • Effective Leadership of Professional Learning Communities	**Activity:** • **Discussion: SMART Goal Development for Strategic Planning:** See 6b for description • **Effective Leadership of Professional Learning Communities:** See 4e of description **Assessment:** Participation in discussion boards, and passing score on all areas of associated rubrics.
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	**NRPLA** • Discussion Board: Communicating Results with Stakeholders	**Activity: Discussion Board: Communicating Results with Stakeholders**—thread requires discussion of the inquiry project in terms of how progress, processes and results are being communicated to staff, students, parents and the community. Targets within the rubric require discussion of progress and process with multiple groups, and the result of those conversations. **Assessment:** Participation in the discussion and passing scores on all areas of the associated rubric

8. School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.		
a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;	**NRPLA** • Inquiry Project Prospectus • Inquiry Project • Critical Incidents Forms 1-3 • SWOT Analysis • SMART Goal Development	**Activity:** • **Inquiry Project Prospectus:** See 6a above for description • **Inquiry Project:** See above for description • **Critical Incidents Forms 1 - 3**: See 6c above for description • **SWOT Analysis** See 2a above for description • **Discussion: SMART Goal Development for Strategic Planning:** See 6b for description **Assessment:** Passing scores on rubrics for: • Inquiry Project Prospectus • Discussion Boards
b. Establishes appropriate deadlines for him/herself and the entire organization;	**NRPLA** • Inquiry Project Prospectus • Inquiry Project • Critical Incidents Forms 1-3 • SWOT Analysis • SMART Goal Development	**Activity:** • **Inquiry Project Prospectus:** See 6a above for description • **Inquiry Project:** See 1a above for description • **Critical Incidents Forms 1 - 3**: See 6c above for description • **SWOT Analysis** See 2a above for description • **Discussion: SMART Goal Development for Strategic Planning:** See 6b for description **Assessment:** Passing scores on rubrics for: • Inquiry Project Prospectus • Discussion Boards • Final Presentation of Inquiry Project
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and,	**NRPLA** • Effective Leadership of Professional Learning Communities • Inquiry Project Prpspectus • SWOT Analysis • SMART Goal Development	**Activity:** • **Effective Leadership of Professional Learning Communities:** See 4e above for description • **Inquiry Project Prospectus:** See 6a above for description • **SWOT Analysis** See 2a above for description • **Discussion: SMART Goal Development for Strategic Planning:** See 6b for description. **Assessment:** Passing scores on rubrics for: • Inquiry Project Prospectus • Discussion Boards

d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	NRPLA	**Activity: Inquiry Project Prospectus:** See 6a above for description **Assessment:** Passing scores on rubric Inquiry Project Prospectus
9. **Communication:** Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.		
a. Actively listens to and learns from students, staff, parents, and community stakeholders;	**NRPLA** • FL Leadership 360 Assessment	**Activity:** • **Florida Leadership 360 Assessment**: http://www.myflorida360.com/ This **self-assessment tool** was designed to align to the Florida Principal Leadership Standards and key indicators. Feedback is provided to the participants anonymously and within a secure online environment. Candidates invite supervisors, peers, teachers, and staff to complete survey instruments that reveal perceptions of proficiency aligned with FPLS. Candidates can view printable reports displaying graphical and numerical ratings which incorporate the candidate's competence and importance ratings. These data will be used to inform choices within the planning of the inquiry project, as well as for the individual professional learning opportunities in which the candidate engages. **Assessment:** Submission of course completion certificate
b. Recognizes individuals for effective performance;	**NRPLA** • Observation/Walk-Through Training	**Activity: Observation/Walk-Through Training:** See 3c above for description **Assessment:** Successful completion of the coursework as evidenced by providing teacher observation scores within the calibrated mode of the district aggregated scores.
c. Communicates student expectations and performance information to students, parents, and community;	**NRPLA** • Effective Leadership of Professional Learning Communities	**Activity: Effective Leadership of Professional Learning Communities:** See 4e above for description **Assessment:** Participation in discussion board and passing score on associated rubric
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;	**NRPLA** • Discussion Board: Communicating Results with Stakeholders	**Activity: Discussion Board: Communicating Results with Stakeholders:** See 7d for description. **Assessment:** Participation in the discussion and passing scores on all areas of the associated rubric

e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.	**NRPLA** • Discussion Board: Communicating Results with Stakeholders	**Activity: Discussion Board: Communicating Results with Stakeholders:** See 7d for description. **Assessment:** Participation in the discussion and passing scores on all areas of the associated rubric
f. Utilizes appropriate technologies for communication and collaboration; and,	**NRPLA** • Intel Educational Leadership in the 21st Century	**Activity: Intel Educational Leadership in the 21st Century:** See 4d above for description **Assessment:** Submission of course completion documentation
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.	**NRPLA** • Discussion Board: Communicating Results with Stakeholders	**Activity: Discussion Board: Communicating Results with Stakeholders:** See 7d for description. **Assessment:** Participation in the discussion and passing scores on all areas of the associated rubric
Domain 4: Professional and Ethical Behavior		
10. Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.		
a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C.;	**NRPLA** • The Ethical Educator	**Activity: The Ethical Educator** This is a scenario-based course in the WCG suite. The focus of the course is on identifying and studying those actions and decisions that define ethical behavior. The course is also designed to cultivate leader recognition of those ethical behaviors in others. The course includes a posttest. **Assessment:** Completion of Course and associated assessment

b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;	**NRPLA** • Critical Incidents Forms 1-3	**Activity: Critical Incidents Forms 1 - 3**: See 6c above for description **Assessment:** Passing scores on rubrics for Critical Incidents:
c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;	**NRPLA** • ESOL for Administrators • PDA Module	**Activity:** • **ESOL for Administrators:** See 2d above for description • **PDA Module: "Teaching Students with Disabilities**: See 2d above for description **Assessment:** Embedded Course Assessments and Certificates of Completion
d. Engages in professional learning that improves professional practice in alignment with the needs of the school system;	**NRPLA**	**Activity:** All activities associated with the course, including the William C. Golden courses. Based on the FPLS Inventory, participants will take two courses within WCG in addition to those already assigned. **Assessment:** Certificate of Completion of two additional WCG courses
e. Demonstrates willingness to admit error and learn from it; and,	**NRPLA** • Critical Incidents Forms 1-3	**Activity: Critical Incidents Forms 1 - 3**: See 6c above for description **Assessment:** Passing scores on rubrics for Critical Incidents:
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	**NRPLA** • FL Leadership 360 Assessment	**Activity:** • Florida Leadership 360 Assessment: http://www.myflorida360.com/ • Florida Leadership 360 Survey **Assessment:** Submission of course completion certificate and completion of Survey

Standard 1. Program Candidate and Completer Quality
The program ensures that candidates and completers are prepared to serve as school principals for schools in which prekindergarten through grade 12 (p-12) students are provided high quality instruction to meet high standards for academic achievement.

Indicator 1.1: Each program consistently applies admission requirements in accordance with section 1012.562, F.S., and 6A-5.081, F.A.C.

The following criteria must be met to receive a rating of Acceptable.

The school district describes:

1. **Admission requirements and procedures used to determine a candidate has met the admission requirements outlined in s. 1012.562(3)(a), F.S., and 6A-5.081, F.A.C., to include:**
   a. **Hold a Florida certificate in educational leadership (Level 1);**
      Only applicants for whom the district Human Resources Department certifies as holding a valid certification in Educational Leadership (Level 1) will be considered for acceptance into the program. Applicants are required to provide a copy of a valid certificate stating Level 1 certification, as proof of this requirement.
   b. **Earned a highly effective or effective summative performance under s. 1012.34, F.S.; and**
      Each applicant is responsible for providing summative performance evaluations for the most recent two years that indicate overall performance levels of either Effective or Highly Effective. Applicants who fail to provide this documentation will not be considered for the program (pp.)
   c. **Satisfactorily performed instructional leadership responsibilities as measured by the evaluation system in s. 1012.34, F.S.;**
      Applicants are required to certify successful instructional leadership responsibilities by documenting:
      1. A minimum of one year as a school administrator or its equivalent
      2. A summative rating of effective or higher as measured by the Suwannee County School District School Leader Assessment, for each of the years previously served as a school-based administrator.

2. **Candidate selection process used to determine entry into a program, which may include written performance assessments and interviews;**
   Selection Criteria:
   - Eligible applicants are those who have successfully completed all requirements as listed under 1.1
   - From the pool of eligible applicants, program candidates will be chosen on the basis of:
     - Written Letter of Intent to participate in the Level II School Leadership Program
     - Candidate Resume' including a listing of the candidate's most recent assignments as a school-based administrator and the instructional leadership responsibilities of each of those positions
     - Letter of recommendation from candidate's principal or immediate supervisor (if the candidate is a principal)
     - Results of selection interview to be conducted by district administrator(s)
     - Results of a writing assessment based upon one or more of the applicable Florida Principal Leadership Standards.
   - The Letter of Intent, Resume, interview and writing assessment will each be assessed according to an associated rubric. Applicants for a cohort will be ranked, and available cohort slots filled according to that ranking. The district will determine the number of slots available at any given time.

3. **Plan for annually collecting, monitoring and reporting data on candidates who applied to, were admitted to, and enrolled in the program.**
   - The district will compile data each year on the following:

g. Total number of program applicants
h. Total number of applicants deemed eligible, as defined by 1.1 (a-c)
i. Percentage of applicants who are eligible
j. Number and percentage of eligible applicants who are admitted to the program
k. Number and percentage of eligible applicants who exit the program prior to completion
l. Reason(s) for each candidate's exit (for those who exit prior to completion.) Interview conducted with each exiting candidate.

- These data will be used for the purpose of making programmatic improvements, including improvements to the eligibility process, as well as to the methodologies used to select from the pool of eligible candidates.

Indicator 1.2: The program must demonstrate that each completer possesses the required knowledge, skills, and professional behaviors relevant for professional practices and work characteristics in school leadership.

The following criteria must be met to receive a rating of Acceptable:

The school district provides:

1. **A matrix that describes the critical tasks, assignments and assessments during coursework or training and culminating field experience(s) and internship for the competencies and skills associated with each component of the curricula in alignment with the Florida Principal Leadership Standards (FPLS) as defined in 6A-5.080, F.A.C., including:**
   a. **Title for each course within the competency-based curricula;**
   b. **Performance measure or indicator that is being assessed; and**
   c. **Title and description of critical task or assessment activity**

   See pp._____ for detail of each of the elements above.

The school district describes:

2. **The plan for how training provided through the program will be aligned to the personnel evaluation criteria under s. 1012.34, F.S., and the William Cecil Golden Professional Development Program for School Leaders in s. 1012.986, F.S.**

   Decisions about the inquiry topic for a candidate include discussion with the candidate's mentor in regard to alignment of the project content to the FPLS and student need as well as candidate evaluation data. Mentor log reflections should indicate the elements of the discussion leading to a plan that is aligned to candidate need. In addition, the rubric attached to the inquiry prospectus development process includes at least one standard related to alignment to each of the above-mentioned elements. If alignment is not clearly articulated, or misaligned in some way, resubmission of the prospectus is required.
3. **Process of how it will assess, monitor and document each program candidate's progress and mastery of competency-based training and field experiences aligned to:**
   a. **Florida Principal Leadership Standards (FPLS) as defined in 6A-5.080, F.A.C.;**
   Each task, assignment, and assessment is assessed via use of an associated rubric. Each rubric contains a standard of mastery to include the candidates reflection on how the work in that task, assignment, or assessment aligns to FPLS
   b. **Personnel evaluation criteria under s. 1012.34, F.S.; and**

Mentor conversations include required elements of candidate progress . After each of three reports from the Regional Review Council, there is a required discussion with the mentor regarding the results of the report, and the candidate's progress to date.

c. **William Cecil Golden Professional Development Program for School Leaders, pursuant to s. 1012.986, F.S.;**
There are required elements of the William Cecil Golden program included in the program. Those elements include a "Course of Choice" that is based on a choice made by the candidate. The course is chosen only after a conversation with the mentor about the personal learning needs of the candidate, as revealed by data from the WCG FPLS Inventory, the results of a 360 assessment, and the candidate's most recent district administrator evaluation data.

4. **The plan for providing candidates individualized instruction using a customized learning plan based on data from self-assessment, selection and performance evaluation instruments;**
Each candidate's plan is individualized by virtue of the fact that it is inquiry based. The topic, as has been stated, is chosen on the basis of several metrics that speak to the needs of the individual candidate, his/her students.
5. **The plan for analyzing candidate performance data at the individual level to ensure candidate's mastery of the curricula; and**
This will be accomplished via rubric-driven feedback to individual candidates that is stored in a Moodle LMS. Data in this portfolio can be analyzed in real time by the candidate, the mentor, the district, including the program facilitator. A regular schedule for feedback is established on a daily/weekly basis. In addition a Regional Review Council analyzes candidate work and gives feedback three times during the program.
6. **The plan for providing documented remediation, mentoring and coaching feedback that supports program candidate's progression throughout the program and mastery of the curricula.**
Remediation will be provided by the program facilitator through the use of regular (daily or weekly) feedback on all tasks, assignments, and assessments. District staff and candidate mentors will also participate in regular feedback sessions with candidates. These sessions are framed by progress feedback from a Regional Review Council, which will convene four times during the program. Program remediation, for candidates who are not making progress, will be a collaborative effort between the district and NEFEC. Upon gathering data revealing that a candidate is not making progress, the district will be notified, and begin the process of developing a remediation plan specific to the needs of the candidate. This plan will be monitored by the district and the candidate's mentor.

Indicator 1.3: The program must demonstrate that it can satisfactorily meet the purpose of school leader preparation programs pursuant to s. 1012.562(1), F.S., by annually submitting an institutional program evaluation plan (IPEP) that includes specific data for program candidates and completers.

The following criteria must be met to receive a rating of Acceptable:

The school district describes:

1. **The process of how it will collect, monitor and analyze evidence to include:**
   a. **Program candidates' field experience performance evaluations in demonstration of FPLS;**
      All field experiences and coursework in the program are evaluated using a rubric that is specific to the task, assignment, or assessment. Each rubric contains a mastery standard that aligns to the relationship of the work to the FPLS. All artifacts amassed by candidates in the program process are housed in a Moodle LMS. Performance analysis is conducted using multiple methods, involving the candidate, mentor, district staff, program facilitator, and NEFEC staff.
   b. **Number and percentage of program completers who are placed in school principal positions in Florida public schools;**
      District will compile data on candidate placement at the end of each program cohort, and monitor "movement" of candidates into principal positions annually. Data on frequency of program completers moving into principal positions, and the success rate of those who do will be monitored by the district annually. When a completer moves to another district to take a principal position, this will be tracked through the use of exit interview data.
   c. **Number and percentage of program completers who are placed in school principal positions in the school district;**
      District will compile data on candidate placement at the end of each program cohort, and monitor "movement" of candidates into principal positions annually. Data on frequency of program completers moving into principal positions, and the success rate of those who do will be monitored by the district annually. When a completer moves to another district to take a principal position, this will be tracked through the use of exit interview data.
   d. **Results from program candidates' and program completers' performance evaluations required under s. 1012.34, F.S.; and**
      District will annually review the performance of completers placed in principal positons by analyzing data from school grade results, percentage of teachers rated Effective and Highly Effective, as well as results from their district administrator evaluation.
   e. **Other data results under consideration by the district.**

Standard 2. Field Experiences

The program provides high-quality field experiences in a variety of purposeful p-12 settings that offer candidates opportunities to practice the core expectations of a school principal as defined in Rule 6A-5.080, F.A.C., and with sustained opportunities to contribute to the demonstrable improvement of teaching effectiveness.

Indicator 2.1: Field experiences are completed in a variety of purposeful p-12 settings relevant to program objectives and under the supervision and support of staff with the knowledge and skill necessary for the development of the candidate.

The following criteria must be met to receive a rating of Acceptable:

The school district describes:

1. **How field experience and internship placement settings are selected, utilized, and evaluated relative to the standards and competencies outlined in Rule 6A-5.080, F.A.C., and in service of purpose of school leader preparation programs highlighted in section 1012.562(1), F.S.;**

Candidates participate in a program that is inquiry-based. Inquiry subject matter is chosen by candidates in collaboration with their principal and their mentor (if other than the principal) and must earn approval, according to a scoring rubric, before work in the project can begin. The scoring rubric includes mastery standards for alignment of the project design and work to the FPLS, the goals of the school for student achievement, and the candidate's professional learning needs (as revealed by FPLS inventory and evaluation data) The inquiry project's implementation is evaluated by a trained, qualified facilitator who scrutinizes and gives regular feedback to candidate work in assignments and assessments. These evaluations and feedback are given through the lens of a performance rubric that is attached to each task, assignment, and assessment. Each rubric has a required element of standards alignment.

2. **The criteria and plan for selecting and training individuals who supervise and support candidates during their field experiences; and**

Individuals who facilitate the online components of the program or who serve as members of the Regional Review Council (those who give feedback on candidate progress) must have been a principal for at least three years, have been a high-performing principal (served a school that received an A or B grade) and must have previous experience with conducting formal administrator inquiry. Candidate mentors must have at least three years' experience as a principal and have received ratings during that time of either Effective or Highly Effective. Facilitators will receive 12 hours of training related to use of the Moodle Learning Management System (LMS) and six hours of training related to giving feedback to the required inquiry elements using the associated rubrics. Mentors receive six hours of training on Effective Mentor/Protégé' Relationships, using a program developed by the National Association of Elementary School Principals (NAESP). This training will be facilitated by two NAESP nationally-certified principal mentors.

3. **The plan for ensuring that candidates have high quality field experiences in a variety of purposeful p-12 settings.**

Adherence to the rubric associated with each assessment and activity helps to ensure a high-quality experience for those who complete the work successfully. Work and thought processes (especially in the inquiry design phase) that do not meet the standard set forth by the associated rubric are resubmitted after targeted feedback from the facilitator. Variety is achieved through a program design that allows for individuality in inquiry project choice, and in the mentor experience. Candidates are required to log a

minimum number of hours meeting with their mentor to discuss and reflect on pre-determined topics. They are also required to visit schools that contain grade bands other than the ones at their job assignment. The purpose of these visits is to discuss the evaluation process and, when possible according to collective bargaining agreements, conduct and reflect on parallel teacher observations with trained observers at the schools they visit.

Indicator 2.2: Program candidates are placed in high quality field experiences in which they can effectively demonstrate the Florida Principal Leadership Standards.

The following criteria must be met to receive a rating of Acceptable:
The school district describes:

1. **How program candidates' demonstrate the core expectations of effective school administrators during field experiences;**

Core expectations will be demonstrated through each candidate's assessment of work in the inquiry project, in associated coursework, in the quality of their reflections from their field experiences at other schools, and through reflections resulting from discussions with their mentor. Rubrics associated with tasks, assignments, or assessments require the candidate to connect learning within the experience to the FPLS, to the needs of students at the school and/or to their own personal professional development needs. Candidates receive regular feedback from the program facilitators regarding these connections to standards.

2. **How candidates receive feedback on their progress through field experiences and internships, including strategies for improvement;**

Feedback on progress comes in multiple forms. First, candidates receive feedback weekly (sometimes daily) from program facilitators on quality of work and experiences based on associated rubrics. This feedback is provided for EVERY assignment, assessment and task. Secondly, three times during the project, a Regional Review Council, consisting of trained, qualified administrators, convenes to conduct a "blind" review of candidate work. This review results in a report of candidate progress in terms of timeliness, quality, and inquiry project progress. The report is forwarded to the candidate, to the candidate's mentor, and to the district representative who oversees the work of the candidate. There is a required conversation and reflection with the mentor upon receipt of this report. In cases where the program remediation requirements dictate, a formal plan for improvement is implemented.

3. **How program candidates' performance in high quality field experiences will be collected, evaluated and analyzed; and**

Each candidate will use the program process to build an electronic portfolio, which will be housed within the Moodle Learning Management System, which is managed by our program partners at the North East Florida Educational Consortium. The portfolio will contain the work of the inquiry process, as well as required coursework completed by the candidate. These experiences, as previously stated, will be evaluated using a series of rubrics, especially designed for each task, assignment and assessment to gauge the quality of work through the lenses of the FPLS, needs of students at the candidate's school and the personal professional learning needs of the candidate, as expressed through his/her evaluation data. In addition to weekly/daily assessments by the program facilitator, the portfolio will be assessed three times during the program by the Regional Review Council.

4. **How support will be determined, administered, and monitored for program candidates who are not successful during field experiences and internships.**

At any time during the program that it is determined a candidate is not making progress in an assignment or

assessment, the program facilitator gives targeted feedback and asks the candidate to resubmit. There is no limit to the number of resubmissions for a given assignment, but the number of times required to complete a task, assessment, or assignment is a matter of permanent record inside the candidate's portfolio, and can become the subject of a programmatic remediation conversation should a pattern develop. The Regional Review Council meets three times during the program to evaluate and report on each candidate's progress, using a "blind review" process. This process requires the committee to conduct a thorough examination of all artifacts of candidate work and give feedback in the form of commendations and recommendations. They are charged with looking for patterns or excellence or challenge in the leadership practice of each candidate, through careful examination of coursework and inquiry implementation processes. When patterns of challenge develop, the district can initiate a process through which the candidate receives ongoing assistance in completing a remediation plan that is developed through collaboration between the candidate and his/her mentor. Candidates who fail to meet the standard on every element of every rubric for every assignment, assessment and task cannot successfully complete the program. Candidates who do not meet the rubric criteria for each assignment, assessment, and task by the date of the culminating activity (the inquiry research showcase) are not eligible to participate in the showcase, and cannot successfully complete the academy. Candidates who exit the program prior to successful completion may be ineligible for re-entry into the program for a period of time determined by the district.

Standard 3. Program Effectiveness
The program demonstrates a commitment to continuous improvement that is sustained and evidence-based by evaluating the effectiveness of its candidates and completers and determining areas for program improvement.

Indicator 3.1: The program routinely and systematically examines candidate and completer performance and impact.

The following criteria must be met to receive a rating of Acceptable:
The school district describes:

1. **The continuous improvement process for the annual review and analysis of aggregated data it will collect on program candidates and program completers, including:**

    a. **Program candidates' field experience performance evaluations in demonstration of FPLS;**

Candidate field experience evaluations are housed in the electronic portfolio within the Moodle LMS. These evaluations (according to rubrics associated with each task, assignment, and assessment) are accessible by the candidate, the program facilitator, and district staff in "real time."

    b. **Number and percentage of program completers who are placed in school principal positions in Florida public schools;**

The district will conduct exit interviews when a person leaves the district. On the basis of this interview, data will be collected and analyzed that reflects instances when program completers accept principal positions in other districts (in and out of state)

    c. **Number and percentage of program completers who are placed in school principal positions in the school district;**

In partnership with NEFEC, the district will compile a report that details this information at the close of each program cohort. Adjustments to entry criteria, for example, may be made on the basis of number/percentage of program completers being placed falls below a certain threshold determined by the district.

    d. **Results from program candidates' and program completers' performance evaluations required under s. 1012.34, F.S.; and**

The district will compile assessment results data on all program completers annually, and use these results to make programmatic adjustments when appropriate.

    e. **Other data results under consideration by the district.**

Indicator 3.2: The program uses results of data collection to enhance program elements and capacity for impacting p-12 student learning.

The following criteria must be met to receive a rating of Acceptable:
The program describes:

a. **The process it will use for examining aggregated data analyses of program candidate and program completer performance and impact to identify areas of strength and areas for growth for program improvement and drive decisions for programmatic enhancements and improvement.**

In partnership with NEFEC, the district will compile data on candidates who exited the program before completion to determine trends in exit causes. The district will also compile data on program completers

in terms of number and percentage with Effective and Highly Effective ratings and school grade performance ratings (school grade). Perception data will also be collected from candidates who exit and those that complete. This perception data will be collected from both exited candidates and completers. The district with the help of NEFEC, will collect and analyze data on program applicants who were not accepted, for the purpose of refining the application procedures and requirements. All of these data will be compiled annually.

b. Strategies for involving program completers, other school personnel, employers, community agencies, business representatives, and other stakeholders in the program evaluation process.

At the close of each 15-month cohort, a meeting of a regional program advisory council will convene for the purpose of examining programmatic survey and all other data, from candidates who exit and those who complete. In addition, information will be gathered from the program facilitator and members of the Regional Review Council The result of this meeting will be a report that lists recommendations for program adjustments/improvements. This committee will consist of district staff, program completers from current and former cohorts, and a faculty member from the University of North Florida's Educational Leadership program. Annual input on program improvements will also be sought from Dr. Nancy Dana, upon whose research the inquiry portion of the program is designed.

c. Roles and responsibilities of stakeholders who will be involved in the decision-making process for determining the enhancement of program elements and capacity for impacting p-12 student learning, including how stakeholder input will be used.

District Representatives—primarily responsible for recommending, determining, and implementing procedures for enhancing/improving candidate application, acceptance, screening, and mentor selection processes. Also gives input to need for new/different components that align with standards and current content relevant to school-based administrators.
Program Facilitators—primarily responsible for providing data on candidate performance, satisfaction, and completion. Assists in decision-making process by making recommendations on content and process enhancements. Provides guidance related to timing and sequence of tasks, assignments, and assessments.
University Partner (UNF)-primarily responsible as an outside expert in program alignments to FPLS and relationship to state-approved Level 1 programs.
University Partner (UF)-informal expert consultant on inquiry content and processes
Program Completers—primarily responsible for giving input to the timing and sequence of program curriculum, as well as content enhancements, in terms of the need for content relevancy to current job responsibilities of the principal.

Checklist for Evaluation of School Principal Preparation Programs
Based upon Approval Standards Adopted Pursuant to Rule 6A-5.081, F.A.C.

Standard 1. Program Candidate and Completer Quality
The program ensures that candidates and completers are prepared to serve as school principals for schools in which prekindergarten through grade 12 (p-12) students are provided high quality instruction to meet high standards for academic achievement.

Indicator 1.1: Each program consistently applies admission requirements in accordance with section 1012.562, F.S., and 6A-5.081, F.A.C.

Standard/ Indicator	Criteria for Transitional Program Approval	Location / Page Number	Standard Met (DOE use)
1.1.1	Admission requirements and procedures used to determine a candidate has met the admission requirements outlined in s. 1012.562(3)(a), F.S., and 6A-5.081, F.A.C., to include:	5	☐
	a. Hold a Florida certificate in educational leadership (Level 1);	5	☐
	b. Earned a highly effective or effective summative performance under s. 1012.34, F.S.; and	5	☐
	c. Satisfactorily performed instructional leadership responsibilities as measured by the evaluation system in s. 1012.34, F.S.;	5	☐
1.1.2	Candidate selection process used to determine entry into a program, which may include written performance assessments and interviews; and	5, 6	☐
1.1.3	Plan for annually collecting, monitoring and reporting data on candidates who applied to, were admitted to, and enrolled in the program.	6, 66, 67	☐

Indicator 1.2: The program must demonstrate that each completer possesses the required knowledge, skills, and professional behaviors relevant for professional practices and work characteristics in school leadership.			
Standard	**Criteria for Transitional Program Approval**	**Location / Page Number**	**Standard Met (DOE use)**
1.2.1	A matrix that describes the critical tasks, assignments and assessments during coursework or training and culminating field experience(s) and internship for the competencies and skills associated with each component of the curricula in alignment with the Florida Principal Leadership Standards (FPLS) as defined in 6A-5.080, F.A.C., including:	52 - 65	☐
	a. Title for each course within the competency-based curricula;	52 - 65	☐
	b. Performance measure or indicator that is being assessed; and	52 - 65	☐
	c. Title and description of critical task or assessment activity	52 - 65	☐
1.2.2	The plan for how training provided through the program will be aligned to the personnel evaluation criteria under s. 1012.34 and the William Cecil Golden Professional Development Program for School Leaders in s. 1012.986;	7, 8, 9, 11, 13, 14	☐
1.2.3	Process of how it will assess, monitor and document each program candidate's progress and mastery of competency-based training and field experiences aligned to:		
	a. Florida Principal Leadership Standards (FPLS) as defined in 6A-5.080, F.A.C.;	7, 8, 9, 10, 17, 18	☐
	b. Personnel evaluation criteria under s. 1012.34, F.S.; and	5, 8, 9	☐
	c. William Cecil Golden Professional Development Program for School Leaders, pursuant to s. 1012.986, F.S.;	7, 8, 9, 11, 13, 14	☐
1.2.4	The plan for providing candidates individualized instruction using a customized learning plan based on data from self-assessment, selection and performance evaluation instruments;	3, 7, 8, 9, 11, 13	☐
1.2.5	The plan for analyzing candidate performance data at the individual level to ensure candidate's mastery of the curricula; and	14 - 16	☐
1.2.6	The plan for providing documented remediation, mentoring and coaching feedback that supports program candidate's progression throughout the program and mastery of the curricula.	14 - 16,	☐

Indicator 1.3: The program must demonstrate that it can satisfactorily meet the purpose of school leader preparation programs pursuant to s. 1012.562(1), F.S., by annually submitting an institutional program evaluation plan (IPEP) that includes specific data for program candidates and completers.			
Standard	**Criteria for Transitional Program Approval**	**Location / Page Number**	**Standard Met (DOE use)**
1.3.1	The school district describes: The process of how it will collect, monitor and analyze evidence to include:		☐
	a. Program candidates' field experience performance evaluations in demonstration of FPLS;	Rubrics pp. 19 - 43	☐
	b. Number and percentage of program completers who are placed in school principal positions in Florida public schools;	49, 50	☐
	c. Number and percentage of program completers who are placed in school principal positions in the school district;	49, 50	☐
	d. Results from program candidates' and program completers' performance evaluations required under s. 1012.34, F.S.; and	49, 50	☐
	e. Other data results under consideration by the district.		☐

SUWANNEE COUNTY SCHOOL DISTRICT

702 – 2nd Street, NW • Live Oak, Florida 32064
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TED L. ROUSH
Superintendent of Schools

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TIM ALCORN
DISTRICT 3
ED DA SILVA
DISTRICT 4
RONALD WHITE
DISTRICT 5
LEONARD J. DIETZEN, III
BOARD ATTORNEY

MEMORANDUM

TO: Ted L. Roush, Superintendent of Schools

FROM: Janene Fitzpatrick, Assistant Superintendent of Instruction

DATE: April 10, 2017

RE: Agenda Item for April 25, 2017, Regular Board Meeting

RECOMMENDATION:

The Superintendent recommends approval to advertise additions and revisions to the 2016-2017 Suwannee County Elementary and Secondary Student Progression Plans. (A copy of each is available for review in the office of the Assistant Superintendent of Instruction).

BACKGROUND:

The school board approves changes to the Student Progression Plan based on legislative action and/or district needs.

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BOARD ATTORNEY

MEMORANDUM

TO: Ted L. Roush, Superintendent of Schools

FROM: Janene Fitzpatrick, Assistant Superintendent of Instruction

DATE: April 11, 2017

RE: Agenda Item for April 25, 2017, Regular Board Meeting

RECOMMENDATION(S):

The Superintendent recommends approval of the attached 2017 Summer School schedule.

BACKGROUND:

Each year the School Board approves the summer school schedule for the secondary and elementary programs.

Suwannee County School District
2017 Summer School Schedule
(Monday – Friday)

RIVEROAK Technical College Programs

Practical Nursing

Schedule:	Monday, Thursday & Friday, classroom, on campus from 8:00 a.m.–3:00 p.m. Tuesday & Wednesday, clinical rotations will be off-site from 6:30 a.m.-3:00p.m.
Graduation:	July 14, 2017
New class begins:	August 7, 2017

Pharmacy Technology

Schedule:	Monday-Thursday, classroom on campus 8:15 a.m.-3:15 p.m. Clinical rotations will be off-site Tuesday, Wednesday, Thursday 8:00 a.m.-5:00 p.m. beginning June 6, 2017
Classes end:	September 26, 2017
Graduation:	September 28, 2017
New class begins:	October 16, 2017

Nail Technician

Schedule:	Monday-Wednesday 9:00 a.m.-3:30 p.m.
Classes begin:	June 5, 2017
Classes end:	Upon completion of 240 class hours

Surgical Technology

Schedule:	Monday-Friday 8:00 a.m.-2:30 p.m. Clinical rotation will be off-site, Monday-Friday 6:30 a.m.-2:30 p.m.
Graduation:	July 17, 2017
New class begins:	August 17, 2017

Secondary Programs

Suwannee High School — **Credit Recovery Grades 8-11**

Schedule:	6/12/2017-7/6/2017 at SHS (15 days) 8:00 a.m. – 3:00 p.m.
Personnel:	Five (5) teachers (7 hours per day) One (1) dean (7 hours per day) One (1) paraprofessional (7 hours per day)
Funding:	Title VI/General Fund

Suwannee High School — **Driver's Education**

Schedule:	6/5/2017 – 7/13/2017 at SHS (24 days) 8:00 a.m. – 3:00 p.m.
Personnel:	One (1) teacher (7 hours per day)

Branford High School — **Credit Recovery Grades 8-11**

Schedule:	6/12/2017-7/6/2017 at BHS (15 days) 8:00 a.m. – 3:00 p.m.
Personnel:	One (1) teacher (7 hours per day) One (1) dean (4 hours per day) One (1) paraprofessional (7 hours per day)
Funding:	Title VI/General Fund

Branford High School — **Algebra EOC Review**

Eligibility:	Students that need to pass the Algebra EOC retake for graduation.
Schedule:	6/12/2017-7/6/2017 at BHS (15 days) 8:00 a.m. – 3:00 p.m.
Personnel:	One (1) teacher (7 hours per day)
Funding:	Title VI/General Fund

Branford High School — **HOPE Blended Course**

Schedule:	6/12/2017-7/6/2017 at BHS (15 days) 8:00 a.m. – 3:00 p.m.
Personnel:	One (1) teacher (7 hours per day)
Funding:	Title VI/General Fund

Suwannee Middle School — **Intervention Camp – Reading/Math**

Schedule:	6/12/2017-7/6/2017 at SMS (15 days) 8:00 a.m. – 12:00 p.m.
Personnel:	Two (2) teachers (4 hours per day)
Funding:	General Fund

Suwannee Virtual School — **Virtual Instruction Grades 6-12**

Eligibility:	Grades 6-12
Schedule:	6/7/2017-8/2/2017 at SVS (32 days)
Personnel:	Nine (9) teachers (1 hour per day)
Funding:	General Fund

Elementary Programs

3rd Grade Summer Reading Camp

Eligibility:	Third grade students who have recent FSA performance at Level I or equivalent. Third grade students who have recent FSA performance at Level II or equivalent for remediation purposes as space permits
Schedule:	6/12/2017-7/27/2017 at SES and BES 8:00 a.m. - 1:30 p.m. student day (5.5 hrs.) 8:00 a.m. - 2:30 p.m. teacher day (6.5 hrs.)
Personnel:	One (1) teacher at BES Four (4) teachers at SES 1:10 ratio as necessary depending state assessment scores
Funding:	General Fund/Reading Allocation

Pre-Kindergarten (School Readiness)

Eligibility:	School Readiness students who have participated in the Extended-Day program
Schedule:	6/6/2017-8/2/2017 at SPS 7:20 a.m. - 4:30 p.m. student day (9 hrs. and 10 min.) 7:00 a.m. - 5:00 p.m. teacher day (10 hrs.)
Personnel:	Two (2) CDAs
Funding:	School Readiness

Pre-Kindergarten (VPK)

Eligibility:	Per DOE guidelines
Schedule:	6/6/2017-8/2/2017 at SPS 7:30 a.m. - 4:30 p.m. student day (9 hrs. and 10 min.) 7:00 a.m. - 5:00 p.m. teacher day (10 hrs.)
Personnel:	Six (6) teachers with 1:12 ratio
Funding:	VPK Funds

ESE Consult/Extended Year Services (ESY)/Medically Fragile

Eligibility:	Elementary and/or secondary students IEP's indicate a need for extended year services Or as identified on student IEPs
Schedule:	6/12/2017-7/27/2017at BES/SES/BHS/SHS/SMS/SIS/SPS 8:00 a.m. - 12:30 p.m. student day (4.5 hrs.) 8:00 a.m. - 1:30 p.m. teacher day (5.5 hrs.)
Personnel:	Three (3) teachers Two (2) paraprofessionals One (1) nurse
Funding:	IDEA Grant

Federal Programs

21st CCLC Summer School Program

Eligibility:	As determined by grant – any student grades PK - 5
Schedule:	6/12/2017-7/27/2017 at SPS, SES, SIS, BES 8:00 a.m. - 1:00 p.m. student/teacher (5 hrs.)
Personnel:	Four (4) site coordinators (one at each school) Five (5) Teachers (SES-2; SIS-1; SPS-1; BES-1) Eight (8) Paraprofessionals (two at each school)
Funding:	21st Century Community Learning Centers Grant

Migrant Summer Program

Eligibility:	Students meeting the migrant definition
Schedule:	Providing support with other district programs from 6/12/2017-7/20/2017
Sites:	Potentially all sites as determined by target student enrollment
Personnel:	Five (5) paraprofessionals
Funding:	Title I Part C

Title I – PAL Program

Eligibility:	As determined by grant – will mirror 21st CCLC Summer Program
Schedule:	6/12/2017-7/27/2017 at Douglas Center 8:00 a.m. - 1:00 p.m. student/teacher (5 hrs.)
Personnel:	One (1) Site Coordinators Two (2) Teachers Two (2) Paraprofessionals
Funding:	Title I Part A

- Meals for students in summer school will be arranged through the Director of Food Service.
- Transportation will be arranged through the Director of Transportation, as available.
- All positions are based on student enrollment daily.

SUWANNEE COUNTY SCHOOL DISTRICT

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TED L. ROUSH
Superintendent of Schools

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CATHERINE CASON
DISTRICT 2

TIM ALCORN
DISTRICT 3

ED DA SILVA
DISTRICT 4

RONALD WHITE
DISTRICT 5

LEONARD J. DIETZEN, III
BOARD ATTORNEY

MEMORANDUM

TO: Ted L. Roush, Superintendent of Schools

FROM: Janene Fitzpatrick, Assistant Superintendent of Instruction

THRU: Walter Boatright, Director of Human Resources
Vickie DePratter, Chief Financial Officer

DATE: April 11, 2017

RE: Agenda Item for April 25, 2017, Regular Board Meeting

RECOMMENDATION(S):

The Superintendent recommends approval of the attached 2017 Summer School positions.

BACKGROUND:

Each year the School Board approves the summer school schedule for the secondary and elementary programs.

Program	Number of Employees/Positions	Funding Source
Credit Recovery – Grades 8-11	6 Teachers (5 – SHS, 1 – BHS) 2 Paraprofessionals (1 – SHS, 1 – BHS)	Title VI General Fund
Driver's Education	1 Teacher (SHS)	Title VI General Fund
Algebra EOC Review	1 Teacher (BHS)	Title VI General Fund
HOPE Blended Course	1 Teacher (BHS)	Title VI General Fund
Middle School Intervention Camp	2 Teachers (SMS)	General Fund
Virtual Instruction	9 Teachers (SVS)	General Fund
3rd Grade Reading Camp	5 Teachers (4 – SES, 1 – BES)	Reading Allocation General Fund
School Readiness	2 CDAs (SPS)	School Readiness
VPK	6 Teachers (SPS)	VPK
Extended Year Services (ESE)	3 Teachers 2 Paraprofessionals 1 Nurse	IDEA Grant
21st CCLC Program	4 Site Coordinators (1 – BES, 1 – SES, 1 – SIS, 1 – SPS) Five Teachers (1 – BES, 2 – SES, 1 – SIS, 1 – SPS) Eight Paraprofessionals (2 – BES, 2 – SES, 2 – SIS, 2 – SPS)	21st CCLC Grant
Migrant Summer Program	5 Paraprofessionals	Title I C
Title I – PAL	1 Site Coordinator (Douglas Center) 2 Teachers 2 Paraprofessionals	Title I A

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BOARD ATTORNEY

MEMORANDUM

TO: Ted L. Roush, Superintendent of Schools

FROM: Mark A. Carver, Director of Facilities

THRU: Bill Brothers, Assistant Superintendent of Administration
Vickie Music DePratter, Chief Financial Officer

DATE: April 10, 2017

RE: Agenda Item for April 25, 2017, Regular Board Meeting

RECOMMENDATION:

The Superintendent recommends approval to award Bid# RFP 17-210 for Professional Architectural Services for RIVEROAK Technical College Health Education Facility to Architects RZK, Inc.

BACKGROUND:

This agreement with Architects RZK, Inc., is to provide Professional Design Services for the remodeling of the property located at 305 Pinewood Drive (formerly Radio Shack,) for the RIVEROAK Technical College Health Education Facility, as recommended in the Plant Survey.

RFQ 17-210
Professional Architectural Services for RIVEROAK Technical College
Health Educaton Facility

Vendor	Pond & Company	Architects RZK, Inc.
	Overall Ranking	Overall Ranking
Approach to Project	2	1
Professional Qualifications	2	1
Past Performance	2	1
Current/Near Future Workload	2	1
Licensing per Florida Statutes	2	1
Additional Supporting Information	1	2
Conflict of Interest	2	1
Location	1	2
Years of Educational Experience	2	1
Total Points	16	11
Final Ranking	**2**	**1**
Contact:	Mark Levine, FAIA	John C. Zwick, LEED AP
Address:	10199 Southside Blvd.	600 Florida Avenue
	Suite 103	Suite 201
	Jacksonville, FL 32256	Cocoa, FL 32922
Phone:	904-543-0400	321-631-8039
Fax:	904-543-0203	321-639-6872
License No:	AA26003193	AAC001568
E-mail Address:	levinem@pondco.com	john.zwick@architectsrzk.com

The committee reviewed the packets submitted for RFQ17-210 and made their choice based on the criteria listed above. The ranking above was calculated with 1 being first choice and 2 being second choice.

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BOARD ATTORNEY

MEMORANDUM

TO: Ted L. Roush, Superintendent of Schools

FROM: Mark A. Carver, Director of Facilities

THRU: Bill Brothers, Assistant Superintendent of Administration

DATE: April 4, 2017

RE: Agenda Item for April 25, 2017 Regular Board Meeting

RECOMMENDATION:

The Superintendent recommends approval of the annual Florida Department of Education, Office of Educational Facilities, Florida Inventory of School Houses (FISH) Certification of Facilities Data.

BACKGROUND:

Florida Statute §1013.31(1)(d) F.S., states in part, "...School districts shall periodically update their inventory of educational facilities...."

State Requirements for Educational Facilities (SREF) §6.1(7)(c) requires that, "Prior to April 1 of each year, each district shall review the Florida Inventory of School Houses (FISH) and shall certify to the Office of Educational Facilities that the inventory is current and accurate."

Correct facilities data is essential in our analysis of the need for class size reduction and the determination of PECO maintenance requirements, which ultimately result in legislative funding.

FLORIDA DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL FACILITIES
FLORIDA INVENTORY OF SCHOOL HOUSES
CERTIFICATION OF FACILITIES DATA

WHEREAS, Section 1013.03(3), F.S., states in part that the Department of Education must, "Require boards to submit other educational plant inventories data...."

WHEREAS, Section 1013.31(1)(d), F.S., states in part, "...School districts shall periodically update their inventory of educational facilities...."

WHEREAS, State Requirements for Educational Facilities, Section 6.1(5)(c) requires that, "Prior to April 1 of each year, each district shall review the Florida Inventory of School Houses and shall certify to the Office that the inventory is current and accurate."

THEREFORE, on behalf of the School Board of Suwannee County, the authorized representatives whose signatures appear below hereby certify that, to the best of their knowledge, the educational facilities inventory data for the district contained in the Florida Inventory of School Houses is current and accurate pursuant to applicable statutes and rules.

Director of Facilities Planning	Date
Superintendent	Date
Board Chair	Date

Return signed form to:
Office of Educational Facilities
Florida Department of Education
325 West Gaines Street, Room 1054
Tallahassee, Florida 32399-0400

OEF FISH CERT
Rule 6A-2.0010, FAC

Effective November 2012

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BOARD ATTORNEY

MEMORANDUM

TO: Ted L. Roush, Superintendent of Schools

FROM: Mark A. Carver, Director of Facilities

THRU: Bill Brothers, Assistant Superintendent of Administration
Vickie DePratter, Chief Financial Officer

DATE: April 10, 2017

RE: Agenda Item for April 25, 2017, Regular Board Meeting

RECOMMENDATION:

The Superintendent recommends approval of Contract# SCSB 2017-98 Energy Performance Contracting Program, Comprehensive Solutions Audit Agreement prepared by Trane. The scope of this agreement is to be a Feasibility Study and Investment Grade Technical Audit.

BACKGROUND:

Trane agrees to undertake a detailed audit to determine the energy consumption and operation characteristics of the district facilities and to identify the energy conservation measures, procedures and other services that could be implemented in order to reduce the energy consumption and operation costs on the facilities. Upon completion of the audit, the audit fee of $20,000 will be transferred to the total price of the Comprehensive Solutions Agreement, if the audit meets the project evaluation criteria. If project evaluation criteria is not met, Suwannee County School District is under no obligation to pay the audit fee.

TRANE'S COMPREHENSIVE SOLUTIONS

AUDIT AGREEMENT

BETWEEN

Trane U.S. Inc.

AND

Suwannee County School Board

Energy Performance Contracting Program

TRANE

COMPREHENSIVE SOLUTIONS AUDIT AGREEMENT

This Comprehensive Solutions Audit Agreement (the "Agreement") is made and entered into as of April 25, 2017 by and between

Trane U.S. Inc. a corporation existing and organized under the laws of the State of Delaware and having a place of business at **2301 Lucien Way, Suite 430, Maitland, Florida 32751** ("Trane")

And

Suwannee County School Board, a public school system existing and organized under the laws of **Florida** and having its registered office at **702 2nd Street, Northwest, Live Oak, Florida 32064** (the "Agency").

Trane and Agency may be referred to herein individually as a "Party" and jointly as the "Parties".

WITNESSETH

WHEREAS, on February 28, 2017, the Agency approved Trane as the successful bidder on RFP 17-205, Energy Performance Contracting Program to provide comprehensive energy management and energy-related capital improvement services for facilities identified in Attachment A;

WHEREAS, both Parties recognize that sufficient opportunities have been identified to justify entering into a feasibility and detailed comprehensive solution facility audit (hereinafter the "Audit");

WHEREAS, Customer wants to retain the services of Trane to that effect;

WHEREAS, the Parties desire to and hereby do enter into an agreement thereto, the governing terms and mutual promises of which are set out in this Agreement;

NOW THEREFORE, in consideration of the mutual covenants contained herein, the Parties hereby agree as follows:

Article 1
SCOPE OF SERVICES

1.1 The Parties agree that the scope of this Agreement to be a Feasibility Study and Investment Grade Technical Energy Audit where Parties will address the potential for delivering solutions and services to include but are not limited to; the design, acquisition, installation, modification, maintenance, monitoring and training in the operation of existing and new equipment, which will reduce energy consumption, improve the facilities capacity, occupant comfort, performance and/or efficiency through energy, maintenance and operational changes, upgrade and investments as applicable for, but not limited to:

- HVAC (heating, ventilation and air conditioning system)
- Lighting system
- Building envelope
- Water usage
- Other energy using devices, as well as for savings which would not reduce consumption per se, but are aimed at cost savings related to energy use, such as:
  - o Sewage
  - o Solid waste collection

TRANE

- o Fuel switching or
- o Demand reductions

1.2 Trane agrees to undertake a detailed Audit to determine the energy consumption and operational characteristics of the facilities and to identify the energy conservation measures, procedures, and other services that could be implemented in order to reduce the Agency's energy consumption and operating costs on the facilities.

1.3 Any stipulated energy and/or non-energy cost savings that may be attributed to this project will be rigorously reviewed and, if agreed to, will be limited to those that can be thoroughly documented and verified by Trane and approved by the Agency.

1.4 Trane agrees to perform such services as set out in Art. 1.1 to the best of its ability and in a diligent and conscientious manner and to devote appropriate time, energies and skill to those duties called for hereunder during the term of this Agreement

1.5 If, during the performance of the Assignment, one or both Parties notice that certain circumstances hinder the appropriate performance of the Agreement, or threat to hinder it, or if one of both Parties seriously doubts the result which is to be reasonably expected of his labor, each Party agrees to immediately inform the other Party thereof. The parties will then mutually consult in order to take the appropriate measures.

1.6 Trane shall not perform, nor be responsible for, any identification, abatement, cleanup, removal, transport, treatment, storage or disposal of hazardous materials on Agency's premises.

Article 2
AGENCY OBLIGATIONS

2.1 Agency agrees to provide its complete cooperation in the conduct and completion of the Audit.

2.2 During the study, Agency will furnish to Trane upon its request, accurate and complete data concerning current costs, budgets, facilities requirements, future projected loads, facility operating requirements, and other such documents as may be necessary for the purpose of this Agreement.

2.3 The Agency will provide and explain the financial criteria required by the Agency for its evaluation and/or approval of investments that might be recommended as a result of the Audit.

2.4 The Agency shall make every effort to provide that data/information within a reasonable period of such request.

2.5 Requested documents may include, but are not limited to:

- Copies of two full years of utility bills for the electric, natural gas, fuel oil, coal, steam, water, and sewer (all services providers)
- Copies of current and last years' operation and maintenance budget and actual detailed expenses including all outside service agreements plus any operational concerns
- Facility usage and occupancy information
- Copies of recently performed engineering studies
- Current strategic plan and master facilities plan plus capital budgets
- Provide access to Architectural / Mechanical / Electrical Plans
- Provide access to personnel for a minimum of 2 interviews and walk through of the Facilities
- Any facility improvement that being considered

2.6 Agency shall provide Trane access to the buildings and to facility and management personnel, and key decision makers, to enable Trane to better understand the facility operations and organizational goals.

Article 3
PROJECT EVALUATION CRITERIA

3.1 The Parties agree that the project Audit should meet the following parameters:

- All contracts must comply with the statutory provisions contained in (§1013.23 F.S. or §489.145 F.S.)
- The energy and operational savings achieved by the installed projects must be sufficient to cover all project costs including any agreed-upon annual maintenance and monitoring fees for the duration of the contract term.
- At a minimum, the energy savings guarantee will be structured to match the annual contract payments associated with the project.

3.2 The Agency understands that in the course of the detailed Audit, specific site conditions and certain new improvement measures may be uncovered that may not fit the project evaluation criteria set above. In these instances modifications, if any, shall be discussed with the Agency and subject to written approval, being included herein.

Article 4
TIMELINE

4.1 This Agreement shall commence as of the date hereof and the Parties will work diligently toward meeting the following timeline:

- Trane to submit the Audit findings, including a proposal for the implementation of the recommended comprehensive solutions, to the Agency's empowered representatives no later than *three months* after the date of this Agreement.
- Within *30 days* from the submission of the Audit findings, Agency will have to confirm its intent to proceed with the recommended comprehensive solutions implementation and execute a negotiated Comprehensive Solutions Agreement thereto.

Article 5
TRANE DELIVERABLES

5.1 Trane will submit to the Agency as part of Audit findings the following information:

- Analysis of the energy and operational profile of the facility
- Description of each proposed energy conservation measure
- Description of the operating and maintenance procedures that can reduce energy consumption and operating cost
- Financial analysis of the investment costs and savings that can be realized
- Proposed implementation project timeline

Article 6
AUDIT FEE

6.1 As compensation for the Audit contemplated herein and for performance rendered by Trane of its duties and obligations hereunder, Agency shall pay to Trane an aggregate fee equal to $20,000 (the "Audit Fee").

TRANE

6.2 If Trane and the Agency enter into the Comprehensive Solutions Agreement, within 30 days after the submission to the Agency of the Audit findings, the Audit Fee will be transferred to the total price of the Comprehensive Solutions Agreement and are subject to the payment terms outlined in the Comprehensive Solutions Agreement.

6.3 If the Audit does not meet the project evaluation criteria as described under article 3.1 the Agency will have no obligation to pay the Audit Fee.

6.4 When article 6.2 and/or 6.3 do not apply, an invoice will be issued and payment will be due within 30 days from the date of Trane's invoice.

6.5 The amounts payable hereunder represent a full and final compensation for the Audit performed.

Article 7
LIMITATION OF LIABILITY

7.1 To the maximum extent permitted by applicable law, Trane's liability hereunder, whether based on contract, warranty, negligence, indemnity, strict liability or otherwise, shall be limited to the Audit Fee described under article 6.1 and paid to Trane provided, however, that the foregoing limitation of liability shall not apply to (i) third party claims for death or bodily injury for which Trane has an indemnification obligation; and (ii) to the extent that any direct loss, expense, or liability results from the criminal acts or omissions, willful misconduct or fraudulent activity of Trane or persons for whom it is legally responsible..

7.2 **NOTWITHSTANDING ANY PROVISION TO THE CONTRARY, NEITHER PARTY SHALL BE LIABLE TO THE OTHER FOR ANY SPECIAL, INCIDENTAL, CONSEQUENTIAL OR INDIRECT (INCLUDING WITHOUT LIMITATION LOST REVENUE OR PROFITS), OR PUNITIVE DAMAGES.**

Article 8
INTELLECTUAL PROPERTY

8.1 Parties acknowledge that they will acquire no rights in any patent, trademark, trade name or any other intellectual or industrial property right owned or used by the other Party. Parties agree not to do or permit to be done anything which might in any way adversely affect the validity or value of the other Party's intellectual property rights or the goodwill therein.

Article 9
CONFIDENTIAL INFORMATION

9.1 Duty of confidentiality: Neither Party shall disclose or use for purposes outside the scope of this Agreement any information made available to it by the other Party in whatever form maintained and irrespective of the form of communication ("Confidential Information").

9.2 Protection of Confidential Information: For the purpose of protecting Confidential Information, either Party shall use all best efforts commensurate with those it employs for the protection of corresponding information of its own (but in no case less than reasonable care) and, in particular, shall procure that such information is stored securely and is not freely accessible.

9.3 Exceptions: Article 9.1 shall not apply to: (a) disclosures of information required by law; (b) information known to either Party prior to the Effective Date and not obtained directly from the other Party; or (c) information which now or later becomes available to the public, provided such occurrence is not the result of an improper act or omission of either Party.

9.4 Survival: This Article 9 shall survive termination of this Agreement for a period of 5 (five) years.

Article 10

TRANE

GOVERNING LAWS AND JURISDICTION

10.1 This Agreement shall be governed and construed in accordance with the laws of the State of Florida excluding Florida choice of- law principles, and all claims relating to or arising out of this Agreement, or the breach thereof, whether sounding in contract, tort or otherwise, shall likewise be governed by the laws of Florida, without regard to Florida's choice-of-law principles.

10.2 In the event of any litigation arising from this agreement, the parties agree that the exclusive state court forum for said litigation shall be in Suwannee County, in the court of appropriate jurisdiction. The parties hereby knowingly, voluntarily and intentionally waive any right it may have to a trial by jury with respect to any litigation related to or arising out of, under, or in conjunction with this agreement.

Article 11
INDEMNIFICATION

11.1 To the fullest extent permitted by law, Trane and Agency shall indemnify, defend and hold harmless each other from any and all claims, actions, costs, expenses, damages and liabilities, including reasonable attorneys' fees, resulting from death or bodily injury or damage to real or tangible personal property, to the extent caused by the negligence or misconduct of their respective employees or other authorized agents in connection with their activities within the scope of this Agreement. Neither party shall indemnify the other against claims, damages, expenses or liabilities to the extent attributable to the acts or omissions of the other party. If the parties are both at fault, the obligation to indemnify shall be proportional to their relative fault. The duty to indemnify will continue in full force and effect, notwithstanding the expiration or early termination hereof, with respect to any claims based on facts or conditions that occurred prior to expiration or termination.

Article 12
SOVEREIGN IMMUNITY

12.1 Nothing contained in this Agreement shall be interpreted or construed to mean that the Agency waives its common law sovereign immunity or the limits of liability set forth in Florida Statutes.

Article 13
PUBLIC RECORDS

13.1 For all contractors as set forth in Section 119.0701, Florida Statutes (2016) see Attachment B which is incorporated herein.

Article 14
MISCELLANEOUS

14.1 Entire Agreement: This Agreement constitutes the entire agreement between the Parties with respect to the subject matter of this Agreement and supersedes all prior discussions, negotiations and agreements between them.

14.2 Amendments: Any modification or amendment of any provision of this Agreement shall only be valid if made in writing and so executed by the Parties.

14.3 Counterparts. This Agreement may be executed in several counterparts, each of which when executed shall be deemed to be an original, but all together shall constitute but one and the same Agreement. A facsimile copy hereof shall suffice as an original.

TRANE

14.4 Assignment. Agency may not assign, transfer, or convey this Agreement, or any part hereof, or its right, title or interest herein, without the written consent of Trane. This Agreement shall be binding upon and inure to the benefit of Agency's permitted successors and assigns.

IN WITNESS WHEREOF, the Parties have duly signed and executed this Agreement as of the Effective Date.

For and on behalf of:

Trane U.S. Inc.

By: _____ _____
Name:

Suwannee County School Board

By: _____
Name Ted L. Roush, Superintendent

_____
Chairperson, Suwannee County School Board

_____INITIALS Trane

_____INITIALS Customer

TRANE

Attachment A: Suwannee County School Board
List of Facilities

BRANFORD ELEMENTARY SCHOOL (PreK-5)
26801 SR 247
Branford, FL 32008
Total Square Footage: 85,978

BRANFORD HIGH SCHOOL (6-12)
405 NE Reynolds
Branford, FL 32008
Total Square Footage: 115,604

RIVER OAK TECHNICAL COLLEGE (9-12 & Adult)
415 Pinewood Drive, SW
Live Oak, FL 32064
Total Square Footage: 64,828

SUWANNEE COUNTY SCHOOL DISTRICT OFFICE
702 2ND Street NW
Live Oak, FL 32064
Total Square Footage: 13,131

SUWANNEE ELEMENTARY SCHOOL (2-3)
1748 S. Ohio/MLK Jr. Ave.
Live Oak, FL 32064
Total Square Footage: 94,302

SUWANNEE HIGH SCHOOL (9-12)
1314 Pine Avenue, SW
Live Oak, FL 32064
Total Square Footage: 175,732

SUWANNEE INTERMEDIATE SCHOOL (4-5)
1419 Walker Avenue, SW
Live Oak, FL 32064
Total Square Footage: 62,037

SUWANNEE MIDDLE SCHOOL (6-8)
1730 Walker Avenue, SW
Live Oak, FL 32064
Total Square Footage: 130,159

SUWANNEE PRIMARY SCHOOL (PreK-1)
1625 Walker Avenue, SW
Live Oak, FL 32064
Total Square Footage: 97,824

TRANE

EXHIBIT A

Public Records Law Requirements under Chapter 119.0701, Florida Statutes (2016)

IF THE CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, HE OR SHE MUST CONTACT THE DISTRICT'S CUSTODIAN OF PUBLIC RECORDS, VICKIE MUSIC DePRATTER, CPA, CHIEF FINANCIAL OFFICER, AT 386-647-4609, VICKIE.DEPRATTER@SUWANNEE.K12.FL.US, OR 702 2ND ST. NW, LIVE OAK, FL 32064.

If you are a contractor as defined by Section 119.0701(1)(a), Florida Statutes (2016), you must comply with Florida's public records law.

You must keep and maintain public records required by the School District to perform the contracted services.

Upon request from the School District's Custodian of public records, you must provide the District with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in Chapter 119 or otherwise provided by law.

You must ensure that public records which are *exempt* or *confidential and exempt* from public records disclosure requirements are not disclosed except as authorized by law for the duration of the contract term and following completion of the contract, if the contractor does not transfer the records to the District.

Upon completion of the contract, you must transfer, at no cost, to the District all public records in possession of the contractor or continue to keep and maintain public records required by the District to perform the contracted services. *See* Section 119.0701(2)(b)4, Florida Statutes (2016), for additional record keeping requirements.

REQUEST FOR RECORDS RELATING TO DISTRICT'S CONTRACT FOR SERVICES

A request to inspect or copy public records relating to a District's contract for services must be made directly to the District's records custodian. If the District does not possess the requested records, the District shall immediately notify the contractor of the request, and the contractor must provide the records to the District or allow the records to be inspected or copied within a reasonable time.

If contractor does not timely comply with the District's request for records, the District shall be able to sue for breach of contract and the prevailing party shall be entitled to attorney's fees.

A contractor who fails to provide the requested public records to the District within a reasonable time may be subject to penalties under Section 119.10, Florida Statutes (2016).

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BOARD ATTORNEY

MEMORANDUM

TO: Ted Roush, Superintendent of Schools

FROM: Josh Williams, Director of Information Technology

THRU: Bill Brothers, Assistant Superintendent of Administration

DATE: April 11, 2017

RE: Agenda Item for the April 25, 2017 Board Meeting

RECOMMENDATION:

The Superintendent recommends approval of the 2017-2018 Official Enrollment Packet for student enrollment in Suwannee County public schools.

BACKGROUND:

The Enrollment Packet will be used by all Suwannee County District public schools to enroll new students. The Enrollment Packet was developed in coordination with School Registrars / MIS personnel, Guidance Counselors, and Transportation staff.

JRW/db

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2017-2018 ENROLLMENT PACKET

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WELCOME TO SUWANNEE COUNTY SCHOOLS!

For your convenience, you may fill out this form online for data to automatically copy to other pages. Please complete this document entirely and submit a printed copy to your child's school along with his/her Birth Certificate. Your child's enrollment will reflect the name shown on his/her Birth Certificate. To ensure accuracy of records, please also submit your child's Social Security Card. A state-issued ID may also be requested for any parent or guardian to enroll his/her child into Suwannee County Schools. We look forward to educating your child.

SCHOOL OF ENROLLMENT:

CERTIFICATE OF RESIDENCY

IN RE: _____ _____ _____,
(First) **(Middle)** **(Last)**
(a minor child, as shown on Birth Certificate or Other Official Document)

Student ID _____ **Grade** _____ **DOB** _____ **Rt. #** _____
(School Use Only)

The relationship of parent/guardian to said student is that of _____.
(Mother, Father, Grandparent, Legal Guardian, etc.)

The student has resided with the parent/guardian in the parent's/guardian's home for a period of _____.
(Length of time/# of years)

The parent/guardian is the proper person to receive all notices, reports or other communications pertaining to the educational progress and school conduct of the aforesaid minor child. The parent/guardian is the proper person to notify in the event of any emergency involving the aforesaid minor child.

The PRIMARY, true and correct address for the parent/guardian is:

_____
(Street Address)

_____, _____ _____
(City) **(State)** **(Zip Code)**

_____ _____
(Home Phone Number) **(Work, or other Phone Number)**

_____ **I understand that I must notify the school and fill out a new Certificate of Residency immediately if this address changes.**
(Initial)

This **Certificate of Residency** is made for the purpose of enrolling the above minor child as a student into the public school system of Suwannee County, Florida, and to ensure that the student is attending the appropriately zoned school/district.

The parent/guardian will notify the Suwannee County School Board of any changes with regard to any of the matters set forth herein above.

Families will need to provide proof of residency upon request (such as a current utility bill, driver's license, or apartment/home rental agreement).

I HEREBY CERTIFY THAT THE ABOVE INFORMATION IS TRUE AND CORRECT, AND ANY FALSE OR MISLEADING STATEMENT MAY RESULT IN MY CHILD BEING TRANSFERRED TO HIS/HER APPROPRIATELY ZONED SCHOOL.

Florida statute 837.06 provides that whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his official duty shall be guilty of a misdemeanor of the second degree.

_____ _____ _____
Signature of Parent/Legal Guardian **Printed Name** **Date**

SCSB Form #5100-049A

Approved: 04/23/13; Revised 04/10/14, 04/11/17

SCHOOL OF ENROLLMENT:

STUDENT REGISTRATION SHEET

(REGISTRAR USE ONLY)

Date of Entry into Suwannee County Schools _____ Teacher _____ ☐ Homeless Student ☐ Unaccomp

☐ Network/Internet ☐ Photo/Electronic Release ☐ No Directory Race _____ Grade _____ Student ID#: _____

First Name _____ Middle _____ Last _____ Appen _____

Mailing Address _____ City _____ State _____ Zip _____

911 Address (if different) _____ City _____ State _____ Zip _____

Home Phone _____ Social Security #: _____

Mother/Guardian _____ Cell Phone _____ Work Phone _____

Mother/Guardian Email _____

Father/Guardian _____ Cell Phone _____ Work Phone _____

Father/Guardian Email _____

Student Lives With: ☐ Both Parents (same address) ☐ Mother ☐ Father ☐ Guardian (Relationship) _____
☐ Shared Responsibility (Provide legal documentation)

Student DOB _____ State _____ County _____ ☐ Male ☐ Female Age _____

Country of Birth (If not USA) _____ Date entered US School _____

Immigrant : ☐ (A) are ages 3 through 21; ☐ (B) not born in any state, the District of Columbia, or Puerto Rico ; and ☐ (C) have not attended USA schools for 3 + full academic years; ☐ (D) Not Applicable

Military: ☐ (1) Active duty in uniformed services; ☐ (2) medically discharged or retired for less than one year; ☐ (3) death during active duty or death as a result of injuries sustained on active duty; for a period of one year after death; ☐ (4) Not Applicable

TRANSFER STUDENT:

Has student attended SCSD previously? ☐ Yes ☐ No
Has student been previously enrolled in Florida Public Schools? ☐ Yes ☐ No
Did student attend Pre-K? ☐ Yes ☐ No
Pre-K Year _____ Pre-K Location _____
Does your child currently hold an IEP, 504 or EP? ☐ Yes ☐ No

NAME AND ADDRESS OF PREVIOUS SCHOOL:

_____
_____
Phone: _____ Fax: _____
District # _____ School # _____

School Use Only: Guidance Notified _____ Date _____ Records Request Date: _____

_____ _____
Signature of Parent/Legal Guardian **Date of Registration**

SCSB Form #5100-049B

Approved: 04/23/13; Revised 04/14/15, 04/11/17

SCHOOL OF ENROLLMENT:

STUDENT RACE/ETHNICITY FORM:

NAME: _____ _____ _____
(First) (Middle) (Last)

STUDENT ID: _____ GRADE: _____

Please answer **BOTH** questions 1 and 2.

1. Is your child Hispanic or Latino? (Please choose only one.)

   ☐ **No** , my child is not Hispanic or Latino

   ☐ **Yes,** my child is Hispanic or Latino – A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

2. What is your child's race? (Please mark all that apply.)

   ☐ **White** – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

   ☐ **Black or African American** – A person having origins in any of the black racial groups of Africa. Terms such as "Haitian" or "Negro" can be used in addition to "Black" or "African American."

   ☐ **American Indian or Alaska Native** – A person having origins in any of the origins in any of the original peoples of North and South American (including Central America) and who maintain tribal affiliation or community attachment.

   ☐ **Asian** – A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, e.g., Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

   ☐ **Native Hawaiian or Other Pacific Islander** – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

_____ _____ _____
Signature of Parent/Legal Guardian **Printed Name** **Date**

SCSB Form #5100-049C Approved: 04/23/13

SCHOOL OF ENROLLMENT:

ANNUAL STUDENT CONTACT FORM

School Year _____
Student ID: _____

Teacher _____
Grade _____ Bus Route # _____

STUDENT INFORMATION:

First Name _____ Middle _____ Last _____ Appen _____

Home Phone _____ DOB _____ ☐ Male ☐ Female Race _____ Primary Language _____

Mailing Address _____ City _____ State _____ Zip _____

911 Address (if different) _____ City _____ State _____ Zip _____

_____ I understand that I must notify the school and fill out a new Certificate of Residency immediately if this address changes
(Initial) or does not match the current Certificate of Residency on File.

Mother/Guardian _____ Cell Phone _____ Work Phone _____

Other emergency numbers where you may be reached: 1) _____ 2) _____ 3) _____

Father/Guardian _____ Cell Phone _____ Work Phone _____

Other emergency numbers where you may be reached: 1) _____ 2) _____ 3) _____

Mother's Email _____ Father's Email _____

Student Lives With: ☐ Both Parents (same address) ☐ Mother ☐ Father ☐ Guardian (Relationship) _____
☐ Shared Responsibility (Provide legal documentation)

NOTE: If one parent has custody of this child and the other biological parent is NOT permitted to check this child out of school, the school MUST have a copy of the custody papers.

Please list all siblings of student (including those not enrolled in Suwannee County Schools)

Brother	Age	Grade	School	Sister	Age	Grade	School

TRANSPORTATION: ***Please advise the office immediately of any changes.***

My child goes home each day by: ☐ Parent Pickup at the pickup area ☐ Bus Route # _____ Bus address & phone # if not same as above _____

Daycare Name: _____ Daycare Phone: _____ or Other: _____

EMERGENCY CONTACTS: (other than parents)

Only the people you authorize on this form will be allowed to check your child out, NO EXCEPTIONS!

Photo ID is required when checking your child out. Please include any person that may be contacted in case of an emergency or may pick up your child at some time during the school year.

NAME	PHONE	RELATIONSHIP	CHECK OUT	NAME	PHONE	RELATIONSHIP	CHECK OUT
			☐				☐
			☐				☐
			☐				☐
			☐				☐
			☐				☐

PERMISSION: I give permission for my child to leave school grounds under supervision of teacher for local class visits in Suwannee County, walking field trips, and other community events. ☐ Yes ☐ No

_____ _____
Signature of Parent/Legal Guardian **Date**

This information is for contact purposes only and does not change official school records.

SCSB Form #5100-049D

Approved: 04/23/13; Revised 07/22/14, 04/11/17

SCHOOL OF ENROLLMENT: _____

REQUEST FOR RELEASE OF RECORDS
SUWANNEE COUNTY SCHOOL DISTRICT

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

TED L. ROUSH
Superintendent of Schools

"Suwannee County School District will be a system of excellence ensuring all students are prepared for personal success."

JERRY TAYLOR
DISTRICT 1
CATHERINE CASON
DISTRICT 2
TIM ALCORN
DISTRICT 3
ED DA SILVA
DISTRICT 4
RONALD WHITE
DISTRICT 5
LEONARD J. DIETZEN, III
BOARD ATTORNEY

Name of Student: _____ _____ _____
(First) (Middle) (Last)

Former School: _____

Former School Address: _____

Former School Phone #: _____ Former School Fax #: _____

Student's Date of Birth: _____ Grade _____ ☐ Male ☐ Female Withdrawal Date _____

The above named student seeks to enroll in _____.

We request you send copies of the original records checked below.

- ☐ Education Record, including IEP if ESE, EP if Gifted, ELL if LEP/ESOL
- ☐ Withdrawal Grades
- ☐ FSA/State Test Scores
- ☐ Most Recent Report Card
- ☐ Discipline Records
- ☐ Health Records, including School Physical, Immunizations, Birth Certificate, Social Security Number, Custodial Parent Information **(Please include hearing and vision screenings)**
- ☐ State ID and Alias ID

Parental permission is no longer required when records are requested by authorized school personnel. (Family Educational Rights and Privacy Act, CFR 99.31)

_____ _____ _____
Signature of Parent/Legal Guardian **Relationship to Student** **Date**

_____
Registrar/School Secretary

_____
Office Telephone Number

PLEASE SEND RECORDS TO:
_____
_____
_____

Office Use Only - Date Records Requested: / / 1st Request / / 2nd Request / / 3rd Request

SCSB Form #5100-049E

Approved: 04/23/13; Revised 04/10/14, 04/11/17

SCHOOL OF ENROLLMENT:

PRIOR DISCIPLINE FORM
SUWANNEE COUNTY SCHOOL DISTRICT

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

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DISTRICT 4
RONALD WHITE
DISTRICT 5
LEONARD J. DIETZEN, III
BOARD ATTORNEY

Dear Parent,
You are requested to furnish the following information regarding your child upon registration in a Suwannee County School.

NAME: _____ _____ _____
(First) (Middle) (Last)

STUDENT ID: _____ GRADE _____ DOB: _____

Please indicate below:

☐ Yes ☐ No My child has had a previous school expulsion.

☐ Yes ☐ No My child is currently under expulsion from school.

☐ Yes ☐ No My child has an arrest record resulting in a charge.

☐ Yes ☐ No My child has been under Juvenile Justice Jurisdiction.

☐ Yes ☐ No My child is presently under Juvenile Justice Jurisdiction.

☐ Yes ☐ No My child has been placed in an Alternative School setting previously.

☐ Yes ☐ No My child is currently placed in an Alternative School setting.

If you answered yes to any of the above, you are required to discuss pertinent history with the principal or designee prior to completing registration.

_____ _____
Signature of Parent/Legal Guardian **Date**

Sincerely,
Ted L. Roush
Superintendent of Schools

SCSB Form #5100-049F

Approved: 04/23/13; Revised 04/11/17

SCHOOL OF ENROLLMENT:

OCCUPATIONAL SURVEY

NAME: _____ _____ _____
(First) (Middle) (Last)

Parent's Name _____ Present Occupation _____

This school system is interested in providing help to children whose family has had to move from one school district to another so a member of the family could work/seek work in certain kinds of jobs.

Please assist us in finding out which children we will be able to serve in this special project by filling out this form.

1. Have you, or anyone in your family, crossed state or country lines to work or seek work in one of the following occupations, either full-time or part-time during the last three years?

YES	NO	OCCUPATION OR TYPE OF WORK
☐	☐	FARMING (plowing, planting, cultivating, harvesting, processing of farm crops)
☐	☐	DAIRY WORK (feeding, milking, rounding up)
☐	☐	POULTRY OR EGG FARMS
☐	☐	PLANTING, GROWING OR HARVESTING OF TREES
☐	☐	PINESTRAW BAILING
☐	☐	COMMERCIAL FISHING (fresh/saltwater, crabbing, shrimping, clamming)
☐	☐	FISH FARM
☐	☐	NURSERY WORK (planting, potting, pruning)

If you checked YES in any category above, please continue on and answer Question 2.
If you checked NO to all items, you may stop at this point.

2. Did your child(ren) move with you? ☐ YES ☐ NO

_____ _____
Signature of Parent/Legal Guardian **Date**

_____ _____ _____ _____
Address **City** **State** **Phone Number**

Completed Occupational Surveys should be forwarded to:
Juanita Torres
Migrant Education Program
(386) 647-4649

SCSB Form #5100-049G

Approved: 04/23/13; Revised 04/14/15, 04/26/16, 04/11/17

SCHOOL OF ENROLLMENT:

HOME LANGUAGE SURVEY

NAME: _____ _____ _____
(First) (Middle) (Last)

STUDENT ID: _____ GRADE _____ DOB: _____

Check the appropriate box for each of the following questions:

1. Is a language other than English used in the home? ☐ YES ☐ NO

2. Did the student have a first language other than English? ☐ YES ☐ NO

3. Does the student most frequently speak a language other than English? ☐ YES ☐ NO

4. What language is most frequently spoken in the home? _____

5. What is the first date of entry into the United States? _____

6. What is the first date of entry into a United States School? _____

Relationship of person completing the survey:

☐ Mother ☐ Father ☐ Guardian ☐ Self ☐ Teacher ☐ Grandparent

_____ _____
Signature of Person Completing Survey **Date**

SCHOOL OF ENROLLMENT:

STUDENT RESIDENCY QUESTIONNAIRE

Your child/children may be eligible for additional educational services through Title 1 Part A, Title IX Part C Federal McKinney-Vento Assistance Act. Please answer the following questions to determine eligibility:

If you and/or your family are presently living in one of the following situations:

☐ Emergency or transitional shelter or FEMA trailer (A)

☐ Family member or friend due to loss of housing, economic hardship or a similar reason; doubled up (B)

☐ Car, park, temporary trailer park or campground due to lack of adequate housing, public space, abandoned building, substandard housing, public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings or similar settings. (D)

☐ Hotel or motel. (E)

☐ Awaiting foster placement. (F)

☐ Not in the physical custody of a parent or a guardian (unaccompanied youth). (Y)



IF YOU ARE NOT LIVING IN ONE OF THE SITUATIONS ABOVE, STOP HERE!



Please provide the following information of your school-age child/children. You only have to complete this ONE time.

Student Name	Grade	SS or Student ID	School	Check if on Medicaid
				☐
				☐
				☐
				☐

Have you moved in the past 3 years to seek work in pine straw, farming, dairy, chickens, or other? ☐ Yes ☐ No

Are there any 3 or 4 year old siblings living in the home? ☐ Yes ☐ No

If you marked YES to any questions above, please indicate the cause by placing an "X" in the appropriate box.

☐ Mortgage Foreclosure (M) ☐ Natural Disaster - Flooding (F) ☐ Natural Disaster - Hurricane (H)

☐ Natural Disaster - Tropical Storm (S) ☐ Natural Disaster - Tornado (T) ☐ Natural Disaster - Wildfire or Fire (W)

☐ Man - made Disaster (major) (D)

☐ Other – i.e., lack of affordable housing, long-term poverty, unemployment or underemployment, lack of affordable health care, mental illness, domestic violence, forced eviction, etc. (O)

Name of Parent(s)/Legal Guardian(s) _____ Relationship _____

Address _____ Phone _____

Signature of Parent/Legal Guardian _____ Date _____

SCHOOL USE ONLY

Print Employee Name	**Title**	**Signature (required)**	**Date**

I certify the above named student qualifies for the Free Lunch Program under the provisions of the McKinney-Vento Act.

McKinney-Vento Liaison Signature **Date**

SCSB Form #5100-049I

Approved: 04/23/13; Revised 04/10/14, 04/11/17

Homeless Liaison Use Only:
☐ FOCUS Code Entered
☐ Teacher Contact
☐ Food Service Contact
☐ Love INC

SCHOOL OF ENROLLMENT:

STUDENT NETWORK USAGE & INTERNET ACCESS AGREEMENT

Name of Student: _____ _____ _____
(First) (Middle) (Last)

STUDENT ID: _____ GRADE _____ DOB: _____

The Suwannee County Schools Network is an electronic network which serves public education in accessing the Internet. The Internet is an "information highway" connecting thousands of computers and millions of individual people all over the world. Students, teachers, and support staff of Suwannee County Schools with network accounts have access to electronic mail (E-Mail) with the ability to communicate with people all over the world. Information, news, and data can also be received from a variety of world-wide sources.

With access to computers and people all over the world comes the availability of some material that may not be considered to be of educational value within the context of the school setting. Efforts have been made to direct participation to education-related materials only. However, on a global network, it is impossible to control all materials. The Suwannee County School Board has established Acceptable Use Guidelines for all users of technology and the Internet in the school system. ***If any user violates any of these guidelines, his/her access to the network may be terminated and appropriate disciplinary and/or legal action will be taken.***

If you do not wish for your student to access the Suwannee County Schools Network, you may submit a written request to the principal of your desire to remove your student's access to the Suwannee County Schools Network. In that case, your student will only have network access for the purpose of computer-based assessments. Such restriction may cause limitations to your student's schedule as it would restrict the ability for your child to be successful in classes that integrate technology for assigned curriculum. In the absence of written notification to remove network access, the school and the SCSD will assume that neither a parent/guardian of a student objects to the access of the Suwannee County Schools Network.

ACCEPTANCE OF GUIDELINES

_____ **(Initial)** As the parent or guardian of this student, I have read the Acceptable Use Guidelines for technology use and Internet use and understand that Internet access via the Suwannee County Technology Network is being provided for educational purposes only. I further understand that it is impossible for the Suwannee County School System to restrict access to all controversial materials, and I will not hold the Suwannee County School System responsible for materials acquired on the Suwannee County Technology Network. ***I also understand that if my child violates any of the rules of the Acceptable Use Guidelines, the Student Code of Conduct, or the Suwannee County School Board Policies/Rules regarding technology or Internet use, appropriate disciplinary/legal action will be taken.***

I understand that this agreement will be in effect until rescinded through a written request by me, the undersigned.

_____ _____
Parent/Legal Guardian Signature **Date**

SCSB Form #5100-049J

Approved: 04/23/13; Revised 04/11/17

SCHOOL OF ENROLLMENT:

ELECTRONIC DISTRIBUTION OF STUDENT DATA

Name of Student: _____ _____ _____
(First) (Middle) (Last)

STUDENT ID: _____ GRADE _____ DOB: _____

PARENT RELEASE

☐ **Option 1** I, as parent/guardian of a student enrolled in a SCSD school, **hereby give SCSD my consent and permission** to: 1) Record said student's participation and appearance on video tape, audio tape, film, photograph, or any other medium; 2) Use said student's name, likeness, voice, and biographical material in connection with these records; and 3) To exhibit or distribute such recording in whole or in part without restrictions or limitation for any educational or promotional purpose which the SCSD, and those acting pursuant to its authority, deem appropriate. It is specifically understood that the recording may be submitted for use by a school or district newsletter, the local press, the school, or district cable television programming, and the school or district website. I expressly agree and give permission to allow the use of said media in all forms without any royalties, commissions, or other remuneration due to me or any other party, or parties associated with this production. I expressly release and discharge the SCSD from any and all liability that may arise from the use of said media in this manner. Furthermore, I expressly waive any and all privacy rights that would otherwise have been accorded to these recordings or other media in accordance with §1002.20 and §1002.22 (2004), Florida Statutes; **OR**

☐ **Option 2** I **do not give permission** for any of the Parent Release information noted in Option 1 of this area.

_____ _____
Parent/Legal Guardian Signature **Date**

_____ _____
Witness OR School Administrator **Witness Date**

Witnesses required; must be at least 18 years of age, cannot be a current student.

DIRECTORY INFORMATION

The SCSD reserves the right to release "directory information" to the general public without obtaining prior permission from students or parents/guardians. Directory information includes the student's name, parent/guardian names, residential address, telephone number (if listed), date and place of birth, name of most recent previous school or program attended, participation in school sponsored activities and sports, height and weight of athletic team members, dates of school attendance, anticipated graduation date, honors and awards received, and diploma conferred. However, a student or his/her parents may notify the principal of the desire NOT to have directory information released. This notification must be submitted in writing to the principal within 30 days of distribution of the Student Conduct and Discipline Code or 30 days after initial enrollment. In that case, this information will not be disclosed except with the consent of a parent/guardian or eligible student, or as otherwise allowed by the Family Educational Rights and Privacy Act. In the absence of written notification to restrict the release of directory information, the school and the SCSD will assume that neither a parent/guardian of a student, or an eligible student, objects to the release of the designated directory information. The SCSD will routinely publish directory information in conjunction with press releases regarding school activities, honor roll announcements, athletic events, and other such activities. Under provisions of the National Defense Authorization Act and the Elementary and Secondary Education Act (No Child Left Behind), directory information may also be released to law enforcement agencies, other governmental agencies (U.S. Department of Justice, branches of Armed Forces, etc.) and to post-secondary programs to inform students of educational programs available to them. However, directory information shall not be released for commercial use, including among others, mailing lists for solicitation purposes.

SCHOOL OF ENROLLMENT:

ANNUAL EMERGENCY INFORMATION AND HEALTH UPDATE

School Year _____ Homeroom Teacher _____ Grade _____

First Name _____ Middle _____ Last _____ Appen _____

Home Phone _____ DOB _____ ☐ Male ☐ Female Race _____ Primary Language _____

Mailing Address _____ City _____ State _____ Zip _____

911 Address (if different) _____ City _____ State _____ Zip _____

Mother/Guardian _____ Cell Phone _____ Work Phone _____

Other emergency numbers where you may be reached: 1) _____ 2) _____ 3) _____

Father/Guardian _____ Cell Phone _____ Work Phone _____

Other emergency numbers where you may be reached: 1) _____ 2) _____ 3) _____

Student Lives With: ☐ Both Parents (same address) ☐ Mother ☐ Father ☐ Guardian (Relationship) _____
☐ Shared Responsibility (Provide legal documentation)

List any health problems, physical disabilities, major illnesses or restrictions your child has and you feel school personnel should know about: _____

Does Student wear eye glasses or contact lenses? ☐ Yes ☐ No

Family Physician: _____ Phone: _____

Allergies (if any): _____

Medications your child takes on a regular basis: _____

PERSONS WHO MAY BE CONTACTED IN CASE OF AN EMERGENCY
(PERSONS MUST ALSO BE AUTHORIZED ON THE ANNUAL STUDENT CONTACT FORM TO BE PERMITTED TO CHECK OUT STUDENTS)

NAME	PHONE	RELATIONSHIP	CHECK OUT	NAME	PHONE	RELATIONSHIP	CHECK OUT
			☐				☐
			☐				☐
			☐				☐
			☐				☐
			☐				☐

At some school sites, students receive health services from Suwannee County Health Department personnel.

The Suwannee County School Board, its authorized agents or employees will transport or otherwise deliver any child or ward of the undersigned to Shands at Live Oak or such other hospital as may be reasonably convenient, which is licensed by the state of Florida whenever, in the opinion of the teacher, principal, or other person designated by the principal, an emergency exists with respect to the health or welfare of the child or ward.

Certain Educational records of your child will be shared with the District's health care partners as needed to provide and evaluate health services to students. I understand that my child's medical treatment records created by health care personnel at school may be shared with school officials who have a legitimate educational purpose for accessing such treatment records.

_____ _____

Signature of Parent/Legal Guardian **Date**

SCHOOL OF ENROLLMENT:

NOTIFICATION OF SOCIAL SECURITY COLLECTION AND USE

In compliance with Florida Statute 119.071(5), Suwannee County School Board issues this notification regarding the purpose of the collection and use of an individual's Social Security Number.

The Suwannee County School Board recognizes that an individual's social security number is a unique form of identification that can be utilized to obtain sensitive information regarding that particular individual. However, as required by Florida Statute 1008.386, the Board must request that each student enrolled in the district provide his or her social security number and must use the Social Security Number in the management information system.

The Board further recognizes that under certain circumstances, both as an employer and an education institution, the collection of social security numbers is necessary to be able to properly perform its duties and functions and to ensure that such duties and functions are performed accurately and efficiently. Due to the sensitive nature of an individual's social security number, the Board will secure Social Security Numbers from unauthorized access and will never release them to unauthorized parties. Each student and employee will be issued a unique identification number for reporting purposes unless otherwise prescribed by law.

The Suwannee County School Board collects your social security number only for the following purposes:

Purpose	Statutory Authority	Mandated, Authorized or Business Imperative
Identification and verification – Identity management	Sec. 119.071(5)(a)(2)(a)(III), Fla. Stat. 1008.386, Fla. Stat.	Mandated
Benefit processing	Sec. 6109, I.R.C.	Mandated
Data collection, reconciliation, and tracking	Sec. 6109, I.R.C.	Mandated
Tax reporting	Sec. 6109, I.R.C.	Mandated
Criminal background checks	Sec. 119.071(5)(a)(2)(a)(III), Fla. Stat.	Business Imperative
Billing and payments	Sec. 6109, I.R.C.	Mandated
Payroll administration	Sec. 6109, I.R.C.	Mandated
Garnishments	Sec. 6109, I.R. C.	Mandated
State and federal educational and employment reporting	Sec. 6109, I.R.C.	Mandated
Financial aid programs	Sec. 6109, I.R.C.	Mandated
Vendor applications	Sec. 6109, I.R.C.	Mandated
Independent contractors	Sec. 6109, I.R.C.	Mandated
Employment applications	Sec. 6109, I.R.C.	Mandated
Student admissions - Student record management	Sec. 119.071(5)(a)(2)(a)(III), Fla. Stat. 1008.386, Fla. Stat.	Business Imperative
Volunteer applications	Not applicable	Authorized - SCSB Policy 6.78*

Additionally, Federal Legislation relating to the Hope Tax Credit requires that all postsecondary institutions report the Social Security Number of all postsecondary students to the Internal Revenue Service. This IRS requirement makes it necessary for RIVEROAK Technical College to collect the Social Security Number of every postsecondary student enrolled. A student may refuse to disclose his/her Social Security Number to RTC, but refusing to comply with the federal requirement may result in fines established by the Internal Revenue Services.

All Social Security Numbers are protected by federal regulations and are never released to unauthorized parties.

SUWANNEE COUNTY SCHOOL DISTRICT

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

TED L. ROUSH
Superintendent of Schools

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JERRY TAYLOR
DISTRICT 1

CATHERINE CASON
DISTRICT 2

TIM ALCORN
DISTRICT 3

ED DA SILVA
DISTRICT 4

RONALD WHITE
DISTRICT 5

LEONARD J. DIETZEN, III
BOARD ATTORNEY

MEMORANDUM

TO: Ted L. Roush, Superintendent of Schools

FROM: Walter Boatright, Director of Human Resources

DATE: April 13, 2017

RE: Personnel Changes List for April 25, 2017, 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
April 25, 2017

TO: District School Board of Suwannee County
FROM: Ted Roush, Superintendent of Schools

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:

District Office:
Alicia Poole, Staffing Specialist, effective April 21, 2017

RIVEROAK Technical College:
June Guy, Teacher, effective April 14, 2017

Suwannee Middle School:
Beckyann Larson, Teacher, effective March 20, 2017

Suwannee Primary School:
Amber Russell, Speech-Language Pathologist, effective June 6, 2017

RESIGNATIONS: NON-INSTRUCTIONAL:

Transportation:
George Townsend, Bus Attendant, effective March 27, 2017
Sandra Koehn, Bus Driver, effective April 10, 2017

RETIREMENT:

Ramona Jordan, Teacher, effective June 6, 2017
Marilyn Sapp, Administrative Support Specialist, effective March 31, 2017
Melissa Ware, Teacher, effective June 6, 2017
Scott Ware, Teacher, effective June 6, 2017

RECOMMENDATIONS: ADMINISTRATIVE:

District Office:
Kecia Robinson, Coordinator of School Improvement/Title I, effective March 27, 2017
REPLACES: New Position

Facilities Department:
Ethan Butts, Assistant Director of Facilities, effective April 24, 2017
REPLACES: New Position

RECOMMENDATIONS: INSTRUCTIONAL:

District Wide/21st Century:
The following to work as a teacher or paraprofessional in the 21st Century Program effective March 2, 2017:
Takesha Patrick

Suwannee Primary School:
Casandra Yulee, Teacher, temporary position, effective March 23, 2017
REPLACES: Brittany Broughton

PART-TIME/HOURLY EMPLOYEE:
Approval for the following for part-time/hourly employee:

RIVEROAK Technical College:
Theresa Mortlock, LPN Clinical Instructor, effective April 17, 2017
REPLACES: June Guy

LEAVE OF ABSENCE (MATERNITY):

Branford High School:
Erin Clark, Teacher, tentatively April 14, 2017 through June 6, 2017

MENTOR:
The following to serve as mentor:

Mentor:	Mentee:	Location:
Rhoda D. Broughton	Ashley Cato Conner	SHS

SUPPLEMENTARY:

NAME	POSITION	LOCATION	REPLACES
BJ Cohen	Intramural Coach	SMS	Jimmy McCullers
Kyler Hall	Assistant Boys Track Coach	SHS	Brian Bullock
Patrick Jernigan	Assistant Middle School Baseball Coach	SMS	Bobby Horne
Rayanna Johnson	Head Varsity Volleyball Coach	SHS	April Greene
Logan Register	Head Wrestling Coach	SHS	Paul Horne
*Daniel Tillman	Assistant Varsity Baseball Coach	SHS	Hunter Abercrombie

**pending certification*

MISCELLANEOUS:
The Superintendent recommends that the following teachers and paraprofessional to provide Hospital/Homebound services:

Amy Allen, Teacher part-time
Jenny Clark, Teacher part-time
Cynthia Frye, Teacher part-time
Toni Greenberg, Teacher part-time
Melissa McKire, Teacher part-time
Kelly Waters, Teacher part-time
Rowena West, Teacher part-time
Keith Cherry, Paraprofessional part-time

The Superintendent recommends the following Deans to work additional hours for the 2017 Summer School Program:

Hunter Abercrombie (SHS/Dean)	Up to 105 hours
Carl Manna (BHS/Dean)	Up to 60 hours

The Superintendent recommends the following staff to be paid an ESE supplement for the 2016-2017 school year:

Amy Allen	Cynthia Frye	Dana Drawdy	Shannon Roberts	Elizabeth Vann
Lauren Belcher	Toni Greenberg	Tammy McKay	Amber Russell	Cheri Copeland
Myra Bell	Kim Hudson	Melissa McKire	Jo Ann Saunders	Linda Whitley
Tammy Bradow	Ramona Jordan	Rebecca Monroe	Stacie Swartz	Kenneth Wingate
Kate Bromley	Candice Land	Cathy Nicely	Michelle Thompson	Jessica Wagner
Erin Clark	Debbie Singletary	Lisa Pennington	Rowna Valin	Brittany Busby
Trudy Benson	Lynn Lawrence	Darlene Rice	Lacey VanEtta	Frances Cohen
Nancy Nielsen	Jennifer Wooley			

The Superintendent recommends the following ESE staff to work up to 32 additional hours:

Amy Allen	Debbie Singletary	Melissa McKire
Angela Wood	Rebecca Monroe	Cathy Nicely

The Superintendent recommends the following gifted teachers to be paid a supplement for the 2016-2017 school year:

Emily Blackmon	Windy Gamble
Natalie Haney	Laura Roberts
Karen Koon	Theda Roper
Joyce McIntosh	Rowena West

RECOMMENDATIONS: NON-INSTRUCTIONAL/SCHOOL RELATED:

Food Service Department:
Renee Hoch, SMS 3 hour food service worker, effective March 20, 2017
REPLACES: Dawn Shearer

Suwannee Elementary School:
Natalia Morales, Bilingual Paraprofessional, effective April 3, 2017
REPLACES: Maria Reyes-Cartagena

Suwannee Intermediate School:
James Johnson, Custodian, effective March 22, 2017
REPLACES: Joshua Greek

Suwannee Middle School:
Kaela Shay, ESE Paraprofessional Temporary, effective April 7, 2017
REPLACES: New Position

Transportation:
Joetta Bennett, Bus Attendant, effective April 13, 2017
REPLACES: George Townsend
David Reed, Bus Mechanic, effective April 11, 2017
REPLACES: Scott Melanson
Deborah Renken, Bus Attendant, effective April 13, 2017
REPLACES: Robin Krause
Robin Whitt, Driver Trainer, effective April 7, 2017
REPLACES: New Position

LEAVE OF ABSENCE (MEDICAL LEAVE):

Food Service:
Vicki Waters, tentatively April 3, 2017 through June 5, 2017, without pay, with the option of returning sooner if released by the doctor.

Transportation:
Haddie Mann, tentatively April 3, 2017 through May 8, 2017, without pay, with the option of returning sooner if released by the doctor.

STUDENT WORKER:

Jasmen Garling	RTC/Early Childhood Education/My Play School

VOLUNTEERS:

Dalton Allen
Ashley Ballou
Rashonda Bowden
Penny Brannan
Elliott Burke
Jo Anne Carr
Yoleisy Cartaya
Lacey Cannon
Jodi Carter
Brian Corbin
Kelly Davidson
Sheree Dugdale
Hampton Hicks
Penny Coleman
Ashley Hingson
Rosanna Holtzclaw
Cara Howard
Shila Jackson
Jenny Lloyd
Amy Johnson
Eddie Jones
Cecelia Koon
Ashley Luke
Muriel Owens
Stacie Reid
Laura Robinson
Sonny Rodriguez
Nicole McDonald
Rebecca Ross
Brett Suggs
John Thomas
Tara Vasquez
Tanecia Virgil
Jessica Wagner
Kim Walker
Brittany Wendt
Kenneth Wingate

Career Source:
Dustin Smith
Brandon Miller

End of List
2016-2017
School Year

RECOMMENDATIONS FOR THE 2017-2018 SCHOOL YEAR:

RESIGNATIONS: NON-INSTRUCTIONAL:

Suwannee Elementary School:
Marilynn J. Eaken, School Secretary, effective September 4, 2017

RETIREMENT:

Suwannee Primary School:
Nancy Seale, Teacher, effective September 8, 2017

LEAVE OF ABSENCE (FMLA):

Suwannee Middle School:
Brittany Busby, Speech & Language Pathologist, tentatively August 3, 2017 through October 30, 2017

SUPPLEMENTARY:

NAME	POSITION	LOCATION	REPLACES
*Bryan Wainwright	Wrestling Coach	SMS	Sasha Key

**pending certification*

CONTRACT RECOMMENDATIONS:

ANNUAL CONTRACTS:

District Office/Student Services:	Term
Dee Dee Cathcart	10
Abigail Hill	11
Stacie Swartz	10
Branford Elementary School:	
Bethany Byrd	10
Amanda Clark	10
Lynsee Dicks	10
Kimberley Garrett	10
Melinda Hawthorne	10
Tina Hayes	10
Caron Heffner	10
Melissa Holtzclaw	10
Cara Howard	10
Mandi Howard	10
Monica Jackson	10
Priscilla Jones	10
Charlena Lori Land	10
Katee O'Quinn	10
Jessica Wagner	10
Margaret Williams	10
Branford High School:	
Darryl S. Cannon	10
Erin Clark	10
Eleanor Coker	10
Cynthia Frye	10
Roy Harden	10
Courtney Jernigan	10
Shannon Jernigan	10
Vanessa Leffler	10
Carl Manna	10
Tammy Neil	10
Fred O'Quinn	10
Robert Phillips	10
Emilee Rains	10
Sergio Rodriguez	10
Elaine Sauerman	10
Mendy Sikes	10
Cara Soride	10

Misty Ward	10
Abby Warren	10
Angela Wood	12
RIVEROAK Technical College:	
Jeffery Lee	12
Kevin Mercer	10
Catherine Maxwell	10
Patricia Sullivan	10
Suwannee Elementary School:	
Marissa Bricker	10
Melissa Davis	10
Danielle Gay	10
Melody Handley	10
Jennifer Hitt	10
Miranda Jackson	10
Kelsey Mercer	10
Mary Metz	10
Susan Mowry	10
Susan Ratliff	10
Rebecca Reaves	10
Jennifer Richer	10
Deborah Rivera	10
Elisha Snipes	10
Stephanie Selph	10
Ashley Threm	10
Suwannee High School:	
T. Hunter Abercrombie	10
Douglas Aukerman	12
Emily Bass	10
Myra Bell	10
Kary Black	10
Jeffry Boatright	10
Michael Braun	12
Kate Bromley	10
Crystiana Butler	10
Melinda Carson-Griffith	12
Cheri Copeland	10
Perry Davis	10
Belinda Fries	10
Alexander Gonzalez	10
Jaclyn Harris	10
Debra Kleinsmith	12
Robert Marski	11
Dinah Mayne	10
James McDonald	10
Stephen D. Morgan	10
Melanie Roberts	10
Debra Singletary	10
Sarah Trimm	12

Suwannee Intermediate School:

Joann Barton	10
Chelsea Burgess	10
Robbin M. Chapman	10
Scott Conley	10
Brooke Cox-Knowles	10
Krystal Cundiff	10
Jessica Davis	10
Janice Diaz-Reyes	10
Julie Griswold	10
Pamela Hendrick	10
Mary Kinard	10
Christinia Newhart	10
Kelly Parker	10
Kelly Pennington	10
Lisa Pennington	10
Dana Putnal	11
Ruth Roberson	10
Maria Rodriguez	10
Phyllis Smith	10
Stacey Smith	10
Amy Stratton	10
Jennifer Stevens	10
Jamie Wiles	10

Suwannee Middle School:

Melva Batts	10
Chad Bonds	10
Tammy Bradow	10
Karen Braun	10
Brittany Busby	10
Andrew Chapman	10
Mary Check-Cason	10
Sarah Grillo	10
Meri Harrell	10
Brantly Helvenston	10
Celia Hodge	10
Rayanna Johnson	10
Kim Cohen	11
Marie Mace	10
Danielle Ovando	10
Marlene Plympton	10
Benjamin Thomas	10
Lorena Urban	10
Yomaris Vega	10
Miriam Venero	10
Coleen Welsh	10
Rowena West	10
Joanne Wimberley	10
Lawanna Zimmerman	10

Suwannee Primary School:

Melissa Bozeman	10
Brittany Broughton	10
Timothy Burbridge	11
AnnMarie Croucher	10
Kiara Davis	10
Rosa Davis	10
Courtney Elton-Goodin	10
Carolina Figueroa-Crooke	11
Abby Fleming	10
Jennifer Gregory	10
Diane Hale	10
Pamela Hastings	10
Susan Helvenston	10
Cristina Herrington	10
Heather Holt	10
Patrick Jernigan	10
Hannah Johnson	10
Krystal McCormick	10
Katey Melland	10
Kerry Melland	10
Sarah Musgrove	10
Charis Parker	10
Elizabeth Rang	10
Elecxia Reed	10
Martha Southerland	10
Elizabeth Vann	10

Professional Service Contract (Renewal):

District Office:

Patricia E. Brantley	11
Virginia L. Weaver	11

District Wide:

Toni L. Greenberg	11

Branford Elementary School:

Linda Michelle Aderholt	10
Amy Allen	10
Gary Barrs	10
Bethany Byrd	10
Kimberly D. Cannon	10
Teresa Conger	10
Sandra Delay	10
Windy Gamble	10
Melissa Holtzclaw	10
Amanda R. Johnson	10
Elizabeth K. Johnston	10
Juettie L. Kelley	10
Julie Klecka	10
Stephanie Knighton	10
Vera L. Knighton	10

Candice Land	10
Susan Mackin	10
Pamela D. Nettles	10
Denah F. Phillips	10
Kimberly Procko	10
Lindsey Ramsey	10
Tina Roush	10
Carla Suggs	10
Wynette L. Sumner	10
Cloria J. Williams	10
Jennifer Winnette	10

Branford High School:

Dannelle Bradow	10
Pamela Cassube	10
Julianna H. Dees	10
Dawn Eakins	11
Vaster J. Fryar	10
Lawanna Gaylard	10
Angela Hill	10
Karen Y. Koon	10
Stefani M. Santos	10
Janet Denise Stewart	10
Daniel Taylor	10
Nina S. Tuttle	10
Kenneth Wingate	10
Linda S. Whitley	10
Stacy Young	12

RIVEROAK Technical College:

Eric Derwin Bass	10
Melissa Francisco	10
Theresa Gill	10
Tracy Henderson	10
Robert Makela	10
Pamela A. Poole	10
Joseph Ragan	10
Thomas E. Shea	10
Kimberly M. Thomas	10

Suwannee Elementary School:

Evelyn Arnold	10
Melinda Berry	10
Jennifer Bonds	10
Rebecca L. Carter	10
Victoria S. Carter	10
Robyne Edwards	10
Rhonda L. Furry	10
Lisa W. Gray	10
Kimberly Hudson	10
Amanda D. Hurst	10
Connie N. Leavitt	10
Marjerian Lewis	10
Pamela K. Lewis	10

Joyce D. McIntosh	10
Melissa N. McKire	10
Holly McMillan	10
Mindy Meeks	10
Tamara Michal	10
Candance B. Plymel	10
Laura Katherine Roberts	10
Michelle Ona Robertson	10
Rowna Valin	10
Amy Williams	10
Tamara Williams	11

Suwannee High School:

Sid E. Allen	10
Harrison Ambrose	10
Nancy Aul	10
Michael Bresk	10
Rhoda Broughton	10
Neena Brown-Thomas	10
Tamara Burt	10
Tammy Butts	10
Kenneth Campbell	10
Bonita M. Cook	10
Gary Croxton	10
Darrell Curls	10
Benita Diggs	10
Terry Fillyaw	10
Traci H. Green	10
Amy C. Hendry	10
Cindi Hiers	11
Julie Hocutt	10
Sandra Y. Hurst	10
Mary Johnson	10
Audrey L. Marshall	10
Tammie McKay	10
Paula McMillan	10
Vanessa B. Menhennett	10
Violet Noyes	10
Lynda Owens	10
Carmen Reyes	10
Abigail Rodriguez	10
Eric A. Rodriguez	10
James Sellers	10
Becky Skipper	10
Roger L. Sumner	10
Michelle Thompson	10
Travis Tuten	12
Kimberly Tuvell	10
Kelly Waters	12
Cindy Wiggins	12
Vernon Wiggins	10

Karen K. Williams	11
Pamela P. Williams	10
Melissa J. Woodrum	10
Damon L. Wooley	10

Suwannee Intermediate School:

Marcia Boatright	10
Kristy D. Chauncey	10
Shannon W.Chauncey	10
Leigh Ann Fountain	10
April Frye	10
Natalie Haney	10
Traci Kirby	10
Lynn Lawrence	10
William McCullers	10
Catherine Nicely	10
Darlene Rice	10
Theda Roper	10
Adrienne Taylor	10
Kimberly Warren	10
Sandra Winburn	10
Ashlee A. Wooley	10

Suwannee Middle School:

Alan R. Bonds	10
Robyn Bonds	10
Jennifer Byrd	10
Melissa Cameron	10
Jennifer Campbell	10
Annette B. Chauncey	10
Jenny Clark	10
Heather Dean	10
Jean Eckhoff	10
Lesley D. Fry	10
Stephanie Gray	10
Jimmie G. Green	10
Hetti J. Harry	10
Misty Shawn Herring	11
Angela Hicks	10
Deanna Horton	10
Herbert W. Hutchison	10
Nicole Jackson	10
Jeffrey Johnson	10
John Johnson	10
Rebecca L. Monroe	10
Stephanie B. Sampson	10
Brad N. Scarborough	10
Daniel Skelly	10
Canary S. Stephens	10
Alexi Wilson	10

Suwannee Primary School:

Georgette H. Allbritton	10
Lauren Belcher	10
Daniel A. Crews	10
Rhoda J. Crews	10
Cindy Crowell	10
Shannon M. Daniel	10
Kelly Driggers	10
Staci Greaves	10
April Greene	10
Heidi O. Hunter	10
Jessica M. Johnson	10
Susann Johnson	10
Christina McCullers	10
Janell Miracle	10
Kimberly M. Mott	10
Vickie Pagliai	10
Karen L. Patten	12
Georgette M. Ragan	10
Mandy F. Ramsey	10
Shannon Roberts	10
Nancy Sue Seale	10
Stacey B. Skierski	10
Michele Turman	10
Marilyn Utz-Salsberry	10
Jennifer L. Wooley	10

CONTINUING CONTRACT
(presented for information only)

Branford Elementary School:

Sharon Barnett	10
Debra Hatch	10
Kathy Smith	11

Suwannee Elementary School:

Veronica B. Daquila	10

End of List
2017-2018
School Year