SUWANNEE COUNTY SCHOOL BOARD
PUBLIC HEARING
December 15, 2015

AGENDA

Call to Order – 5:55 p.m.

Director of Human Resources – Dr. Bill Brothers:

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

#2.16	Prohibiting Discrimination, Including Sexual and Other Forms of Harassment (*Revised*)
#2.17	Reporting Child Abuse (*Revised*)
#3.41	Service Animals (*Revised*)
#4.15	District and State-Wide Assessment Program (*Revised*)
#5.28	School Health Services (*New*)
#5.29	Notification of Involuntary Examination (*New*)
#6.15	Education Paraprofessionals and Aides (*Revised*)
#6.4401	Electronic Records and Electronic Signatures (*New*)
#7.30	Grant Management (*New*)

Adjourn

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SUWANNEE COUNTY SCHOOL BOARD
REGULAR MEETING
December 15, 2015

AGENDA

Call to Order - 6:00 p.m.

Student remarks and pledge to the flag by Suwannee Primary School

- 1 -

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. 10-28)**

   November 17, 2015
   - Workshop Session
   - Reorganization Meeting
   - Regular Meeting

2. The Superintendent recommends approval of the monthly financial statement for November 2015.

3. The Superintendent presents the following bills for the period November 1-30, 2015:

General Fund		
#159965 - 160313	$	2,347,581.02
Electronic Fund Transfers		2,181,681.97
	$	4,529,262.99
Federal Fund		
#47500 - 47586	$	196,117.13
Electronic Fund Transfers		425,776.00
	$	621,893.13

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Food Service Fund		
#30101 - 30186	$	206,350.25
Electronic Fund Transfers		103,262.94
	$	309,613.19
2.0 LCIF		
#7250 - 7262	$	59,655.63

4. The Superintendent recommends approval of the following budget amendments for fiscal year 2015-2016:

General	LCIF	Special Revenues
I-5	III-4	IV-5 (Federal)
		IV-5 (Food Service)

5. The Superintendent recommends approval for disposal of property as per the attached Property Disposition Form dated December 15, 2015. **(pg. 29-37)**

6. The Superintendent recommends approval of the following contracts/agreements for the 2015-2016 school year: (RENEWAL) (Note: These contracts have been reviewed and approved by Board Attorney Leonard Dietzen.)

#2016-104 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; Culinary Arts for Program of Study: Commercial Foods and Culinary Arts; Digital Design for Program of Study: Administrative Office Specialist, Digital Design, and Medical Administrative Specialist (*Renewal*) **(pgs. 38-46)**

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#2016-109 Career Pathways Articulation Agreement between District School Board of Madison County and District School Board of Suwannee County for Allied Health Assisting for Program of Study: Patient Care Technician and Practical Nursing; Culinary Arts for Program of Study: Commercial Foods and Culinary Arts; Early Childhood Education for Program of Study: Early Childhood Education; Web Development for Program of Study: Administrative Office Specialist and Medical Administrative Specialist (*Renewal*) **(pgs. 47-53)**

#2016-111 Career Pathways Articulation Agreement between District School Board of Hamilton County and District School Board of Suwannee County for Allied Health Assisting for Program of Study: Patient Care Technician and Practical Nursing; Culinary Arts for Program of Study: Commercial Foods and Culinary Arts; Digital Design for Program of Study: Administrative Office Specialist, Digital Design, and Medical Administrative Specialist (*Renewal*) **(pgs. 54-62)**

#2016-112 Career Pathways Articulation Agreement between District School Board of Jefferson County and District School Board of Suwannee County for Digital Design for Program of Study: Administrative Office Specialist, Digital Design, and Medical Administrative Specialist (*Renewal*) **(pgs. 63-68)**

7. The Superintendent recommends approval of the following contract/agreement for the 2015-2016 school year: (RENEWAL)

#2016-113 Engagement Agreement between Rumberger, Kirk & Caldwell, P.A. and Suwannee County School Board for legal services (Note: The original Engagement Agreement was reviewed and approved by legal counsel, Guy Norris, Columbia County School Board Attorney, and there are no substantive changes to the renewal.) (*Renewal*) **(pgs. 69-74)**

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8. The Superintendent recommends approval to accept the following donated items:

Site	Item	Donor
Facilities	5 Split System A/C Units and 3 Water Source A/C Units (Total Value: $800) **(pgs. 75-76)**	Suwannee County Sheriff's Office
Food Service	4 Moveable Carts and 100 Insulated Bags (Total Value: $9,688) **(pg. 77)**	Dairy Council of Florida

9. The Superintendent recommends approval of an out-of-state educational field trip for Suwannee High School NJROTC students to travel to Charleston, South Carolina, to participate in an Orientation Trip to visit the aircraft carrier USS Yorktown and Fort Sumter, on February 11-12, 2016. (*All expenses will be paid by the NJROTC Booster Club.*) **(pg. 78)**

10. The Superintendent presents for informational purposes out-of-state travel for the following employees: **(pg. 79)**

Name	Site	Date	Reason	Destination
Douglas Aukerman	SHS	02/11-12/2016	NJROTC Orientation Trip	Charleston, SC
Debra Kleinsmith	SHS	02/11-12/2016	NJROTC Orientation Trip	Charleston, SC

11. The Superintendent recommends approval of the following student transfers for the 2015-2016 school year. Parents will provide transportation.

District Reassignment:

FIRST NAME	LAST NAME	TO	FROM	GRADE
Anzel Ray	Westberry	Suwannee	Hamilton	6
James Calvin	Westberry	Suwannee	Hamilton	4

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REGULAR AGENDA

Chief Financial Officer – Vickie DePratter:

1. The Superintendent recommends approval of the Suwannee County School Board Internal Accounts Audit for fiscal year end June 30, 2015. (A copy will be provided to Board members.) **(pg. 80)**

2. The Superintendent recommends approval and certification of the 2015-2016 Class Size Reduction Compliance Plan. **(pgs. 81-83)**

3. The Superintendent recommends approval of the following resolution for the 2015-2016 school year: (NEW) (Note: This resolution has been reviewed and approved by Board Attorney Leonard Dietzen.)

   #2016-06R Resolution Authorizing the Granting of a Petition to Release the District's Certain Mineral Rights to Oxford Heirs That May be Retained Pursuant to Statute and Authorizing the Execution of All Necessary Documents by the District; Approving the Form of the Release of Mineral Rights and Providing an Effective Date (*New*) **(pgs. 84-88)**

Assistant Superintendent of Instruction – Janene Fitzpatrick:

4. The Superintendent recommends approval of the 2015-2016 District Improvement and Assistance Plan. (A copy is available for review in the office of the Assistant Superintendent of Instruction.) **(pg. 89)**

5. The Superintendent recommends approval of the 2015-2016 School Improvement Plans for all District schools. (Copies are available for review in the office of the Assistant Superintendent of Instruction.) **(pg. 90)**

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

6. The Superintendent recommends approval of the following curriculum items for the 2015-2016 school year:

   a. RIVEROAK Technical College My Play-School Handbook for 2015-2016 **(pgs. 91-103)**
   b. Offer a Certified Nursing Assistant (CNA) Program (120 hours) on site at Advent Christian Village, effective January 2016. **(pg. 104)**

7. The Superintendent recommends approval of the following personnel item for the 2015-2016 school year:

   a. Add a part-time hourly Certified Nursing Assistant (CNA) Instructor (Note: This position will not exceed 18 hours per week and will not require benefits. This position will be paid by WDIS funds.) **(pg. 105)**

Director of Human Resources – Dr. Bill Brothers:

8. The Superintendent recommends approval of additions and revisions to the Suwannee County School Board Policy Manual as follows: (Copies are available for review in the office of the Director of Human Resources.) **(pg. 9)**

#2.16	Prohibiting Discrimination, Including Sexual and Other Forms of Harassment (*Revised*)
#2.17	Reporting Child Abuse (*Revised*)
#3.41	Service Animals (*Revised*)
#4.15	District and State-Wide Assessment Program (*Revised*)
#5.28	School Health Services (*New*)
#5.29	Notification of Involuntary Examination (*New*)
#6.15	Education Paraprofessionals and Aides (*Revised*)
#6.4401	Electronic Records and Electronic Signatures (*New*)
#7.30	Grant Management (*New*)

9. The Superintendent recommends approval of the 2015-2016 Master In-Service Plan developed by North East Florida Educational Consortium (NEFEC). **(pgs. 106-143)**

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10. The Superintendent recommends approval of the following contracts/agreements for the 2015-2016 school year: (NEW) (Note: These contracts have been reviewed and approved by Board Attorney Leonard Dietzen.)

#2016-106	Fieldprint Fingerprint Services Agreement between Fieldprint, Inc. and District School Board of Suwannee County (*New*) **(pgs. 144-150)**
#2016-107	Affiliation Agreement between Keiser University-Tallahassee Campus and Suwannee County School System (*New*) **(pgs. 151-156)**
#2016-110	Student Teaching Affiliation Agreement between Western Governors University and Suwannee County School District (*New*) **(pgs. 157-162)**

11. Personnel Changes List **(pgs. 163-170)**

School Board Attorney – Leonard Dietzen:

12. Legal Counsel's Report

Superintendent of Schools – Jerry Scarborough:

13. Superintendent's Report

School Board Members:

14. Issues and concerns Board members may wish to discuss

End of Agenda

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SUWANNEE COUNTY SCHOOL BOARD

Serving The Children Of Our Community

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

JERRY A. SCARBOROUGH
Superintendent of Schools

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

MEMORANDUM

TO: Jerry Scarborough, Superintendent of Schools

FROM: Bill Brothers, Director of Human Resources

THRU: Ted Roush, Assistant Superintendent of Administration

DATE: December 1, 2015

RE: December 15, 2015 Regular Meeting Agenda Item

RECOMMENDATION:

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

2.16	Prohibiting Discrimination, Including Sexual and Other Forms of Harassment
2.17	Reporting Child Abuse
3.41	Service Animals
4.15	District and State-Wide Assessment Program
5.28	School Health Services (new)
5.29	Notification of Involuntary Examination (new)
6.15	Education Paraprofessionals and Aides
6.4401	Electronic Records and Electronic Signatures (new)
7.30	Grant Management (new)

BACKGROUND:

These policy revisions were discussed in the Board workshop on November 17, 2015, and have been advertised appropriately.

SUWANNEE COUNTY SCHOOL BOARD
WORKSHOP SESSION
November 17, 2015

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 Ed daSilva, Jerry Taylor, and Julie Ulmer along with Superintendent Jerry Scarborough, School Board Attorney Leonard Dietzen, Chief Financial Officer Vickie DePratter, and Administrative Secretary Karen Lager. School Board Member Ronald White arrived at 1:10 p.m.; and School Board Member Catherine Cason arrived at 1:19 p.m.

Administrators and others present: Jennifer Barrs, Walter Boatright, Amy Boggus, Dr. Bill Brothers, David Campbell, Mark Carver, Janene Fitzpatrick, Lisa Dorris, Malcolm Hines, Jay Jolicoeur, Chris Landrum, Ted Roush, Elizabeth Simpson, Jim Simpson, Marsha Tedder, Lila Udell, Dr. Jimmy Wilkerson, and Josh Williams. Tyson Johnson, with Arthur J. Gallagher & Company, was also present.

Chairman daSilva called the meeting to order at 1:02 p.m.

Clinic Analysis ..... Vickie DePratter/Ted Roush

Mr. Roush introduced Tyson Johnson, with Arthur J. Gallagher & Company, who distributed and reviewed a handout regarding the Request for Proposal (RFP) for an onsite clinic for the District.

Facilities Five Year Work Plan ..... Mark Carver

Mr. Carver reviewed a handout regarding the Facilities Five Year Work Plan. Discussion followed regarding the Plan.

The workshop recessed at 2:32 p.m. and resumed at 2:44 p.m.

Financial Statements for 2014-2015 ..... Vickie DePratter

Mrs. DePratter reviewed the Annual Financial Report for fiscal year ended June 30, 2015.

Monthly PD Day Update ..... Janene Fitzpatrick

Mrs. Fitzpatrick distributed and reviewed a handout regarding an update on the District's Monthly PD Days.

District Improvement Plans and School Improvement Plans ..... Janene Fitzpatrick/ Principals

The following 2015-2016 District Improvement Assistance Plan (DIAP) and School Improvement Plans (SIP) were presented to the Board:

- District – Janene Fitzpatrick
- Suwannee Primary School – Marsha Tedder
- Suwannee Elementary School – Amy Boggus
- Suwannee Intermediate School – Jim Simpson
- Branford Elementary School – Jennifer Barrs
- Suwannee Middle School – Jay Jolicoeur
- Suwannee High School – Malcolm Hines
- Branford High School – Dr. Jimmy Wilkerson
- Suwannee Virtual School – Janene Fitzpatrick

No action was taken at this time on the District Improvement Assistance Plan or the School Improvement Plans.

Food Service Department Update ..... Lisa Dorris

Mrs. Dorris distributed and reviewed a handout regarding meals per labor hour. Mrs. Dorris stated that due to the Breakfast in the Classroom Program, there is a need to increase hours for a couple of the Food Service workers at Branford High School.

CNA Program/Advent Christian Village ..... Walter Boatright

Mr. Boatright provided information regarding the proposed CNA Program for the Advent Christian Village.

The meeting recessed at 4:25 p.m. and resumed at 4:30 p.m.

Policy Updates **(pgs. 2-33)**..... Dr. Bill Brothers

Dr. Brothers reviewed additions and revisions to the following Board policies:

#2.16	Prohibiting Discrimination, Including Sexual and Other Forms of Harassment (*Revised*)
#2.17	Reporting Child Abuse (*Revised*)
#3.41	Service Animals (*Revised*)
#4.15	District and State-Wide Assessment Program (*Revised*)
#5.28	School Health Services (*New*)
#5.29	Notification of Involuntary Examination (*New*)
#6.15	Education Paraprofessionals and Aides (*Revised*)
#6.4401	Electronic Records and Electronic Signatures (*New*)
#7.30	Grant Management (*New*)

The workshop adjourned at 4:46 p.m.

SUWANNEE COUNTY SCHOOL BOARD
REORGANIZATION MEETING
November 17, 2015

MINUTES

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

Superintendent Scarborough called the meeting to order at 5:32 p.m.

Superintendent Presiding

1. Election of School Board Officers to serve through November 2016.

   Nomination by Mrs. Ulmer, second by Mr. Taylor, for Mr. daSilva to serve as Chairman through November 2016. MOTION CARRIED UNANIMOUSLY

   Supt. Scarborough turned the gavel over to Chairman daSilva.

   Nomination by Mr. Taylor, second by Ms. Cason, for Mrs. Ulmer to serve as Vice-Chairman through November 2016. MOTION CARRIED UNANIMOUSLY

Chairman Presiding

2. Establishment of official meeting dates and times through November 2016.

   MOTION by Mr. White to continue holding meetings on the fourth Tuesday of each month at 6:00 p.m., at the School Board Meeting Room, 702 – 2nd Street NW, Live Oak, Florida, with the exception of the February and July 2016 meetings, which will be held in Branford, Florida. MOTION DIED for lack of a second.

   MOTION by Mrs. Ulmer, second by Ms. Cason, to continue holding meetings on the fourth Tuesday of each month at 6:00 p.m., at the School Board Meeting Room, 702 – 2nd Street NW, Live Oak, Florida, with the exception of the

February 2016 meeting, which will be held in Branford, Florida. MOTION CARRIED four to one; Mr. White voted NO.

3. Selection of one School Board member to serve as a Legislative Liaison and one School Board member to serve as an Alternate Legislative Liaison on the FSBA Legislative Committee.

   Nomination by Mr. Taylor, second by Mrs. Ulmer, for Ms. Cason to serve as the Legislative Liaison on the FSBA Legislative Committee.

   Nomination by Mr. Taylor, second by Mrs. Ulmer, for Mr. White to serve as the Alternate Legislative Liaison on the FSBA Legislative Committee.

   MOTIONS CARRIED UNANIMOUSLY

4. Selection of one School Board member to serve as the Small School District Council Consortium (SSDCC) School Board Designee for our District.

   Nomination by Mrs. Ulmer, second by Ms. Cason, for Mr. Taylor to serve as the Small School District Council Consortium (SSDCC) School Board Designee for our District. MOTION CARRIED UNANIMOUSLY

Miscellaneous

Mrs. Ulmer asked that, due to time constraints, the items below be placed on a future workshop agenda for discussion.

- Items/topics Board members may wish to discuss:
  - Recommitment to the District's vision, mission, and beliefs
  - Meeting and workshop agenda creation policies
  - School visitations by Board members
  - Communications with staff
  - Expectations of reports to the Board
  - Roles and responsibilities of the Chair and Vice-Chair
  - Roles and responsibilities of Board members as liaison to community groups/committees/boards

The meeting adjourned at 5:40 p.m.

SUWANNEE COUNTY SCHOOL BOARD
REGULAR MEETING
November 17, 2015

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 Ed daSilva, Catherine Cason, Jerry Taylor, Julie Ulmer, and Ronald White, along with Superintendent Jerry Scarborough, School Board Attorney Leonard Dietzen, Chief Financial Officer Vickie Music DePratter, and Administrative Secretary Karen Lager.

UTSC President Annette Kinsey and School Resource Officer Rachel Rodriguez were also present.

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

Student remarks and pledge to the flag – Suwannee Elementary School Third Grade Chorus Student Organization

Special Recognition by the Superintendent:

- **Suwannee High School Student Government Association – Honor Flight Program**

- **2015 State and National FFA Convention Winners – Students**

Ryan Brantley	- State Winner: Dairy Production Proficiency - Awarded State FFA Degree
Jerrica Byrd	- State Winner: Agriculture Sales Proficiency - Awarded American FFA Degree
Jonathan Crain	- Awarded State FFA Degree
Wyatt Eakins	- Agriculture Electrification Essay Finalist
Harley Feeny	- Awarded American FFA Degree

Jonathan Gaylard	- State Winner: Tractor Operations and Maintenance
Jordan Gaylard	- Awarded American FFA Degree
Johnny Haney	- Awarded State FFA Degree
Wyatt Jackson	- Awarded State FFA Degree
Arica Land	- Awarded State FFA Degree
Caleb Land	- Awarded State FFA Degree - Finalist: State Star Farmer
Seth Land	- State Winner: 3rd Place Agriscience Fair - State Star Discovery Degree Finalist
Darrah Lane	- Awarded State FFA Degree
Brianna Lanier	- Selected as a Courtesy Corp Participant
Sarah-Beth Lee	- Selected as a Courtesy Corp Participant
Katie Lloyd	- State Winner: State Star in Placement - Florida FFA Department of Agriculture Scholarship Recipient
Cassidy Monroe	- Selected as a Courtesy Corp Participant
Mallory Morgan	- Awarded American FFA Degree
Ryan Otterbine	- Awarded State FFA Degree
Allie Randell	- State Winner: Diversified Crop Proficiency
Bo Reid	- Awarded American FFA Degree
Trevor Ross	- Awarded State FFA Degree

Cayden Sanders	- Florida Leadership Adventures Scholarship Recipient
Brandi Taylor	- State Winner: Equine Proficiency - Awarded American FFA Degree
Trey White	- State Winner: Diversified Horticulture Proficiency
Jimmy Williams	- Awarded State FFA Degree
Barrett Young	- Selected as a Courtesy Corp Participant
Christopher Young	- State Winner: Forage Proficiency - Awarded American FFA Degree

- **2015 State and National FFA Convention – Chapter Awards**

Suwannee Middle School	- Premier Chapter Award
Branford High School Chapter	- 1st Place Fresh From Florida Agriculture Advocacy Award - Best Shop for Auction Award - Florida's Finest Award - SAE Award - 3 Star Chapter Award at National
Branford High School Alumni	- 3rd Place in Outstanding Affiliate at State - Silver Ranking at National

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. Taylor, second by Mrs. Ulmer, for approval to adopt the Agenda. MOTION CARRIED UNANIMOUSLY

MOTION by Mrs. Ulmer, second by Ms. Cason, for approval of the Consent Agenda. MOTION CARRIED UNANIMOUSLY

CONSENT AGENDA

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

1. Approval of the following Minutes: **(pgs. 10-35)**

October 6, 2015	- Workshop Session
	- Special Meeting
October 27, 2015	- Expulsion Issues Hearing (Private)
	- Public Hearing
	- Regular Meeting

2. Approval of the monthly financial statement for October 2015.

3. The following bills for the period October 1-31, 2015:

General Fund		
#159529 - 159964	$	2,566,222.92
Electronic Fund Transfers		2,763,195.01
	$	5,329,417.93
Federal Fund		
#47352 - 47499	$	252,525.31
Electronic Fund Transfers		297,427.49
	$	549,952.80
Food Service Fund		
#30007 - 30100	$	303,292.74
Electronic Fund Transfers		83,470.42
	$	386,763.16
2.0 LCIF		
#7226 - 7249	$	70,612.08

4. Approval of the following budget amendments for fiscal year 2015-2016:

General	LCIF	Construction	Special Revenues
I-4	III-3	III-3	IV-4 (Federal) IV-4 (Food Service)

5. Approval for disposal of property as per the attached Property Disposition Form dated November 17, 2015. **(pgs. 36-37)**

6. Approval of the following contracts/agreements for the 2015-2016 school year: (RENEWAL) (Note: These contracts have been reviewed and approved by Board Attorney Leonard Dietzen.)

#2016-88	Career Pathways Articulation Agreement between Florida Gateway College and Suwannee County School Board for Academic Year 2015-2016 (*Renewal*) **(pgs. 38-46)**
#2016-100	Career Pathways Articulation Agreement between North Florida Community College and District School Board of Suwannee County for Allied Health Assisting for Program of Study: Patient Care Technician, Pharmacy Technician, and Practical Nursing; Digital Design for Program of Study: Medical Administrative Specialist, Administrative Office Specialist, and Digital Media/Multimedia Technology; Early Childhood Education for Program of Study: Early Childhood Education; Surgical Technology for Program of Study: Patient Care Technician, Pharmacy Technician, and Practical Nursing (*Renewal*) **(pgs. 47-56)**
#2016-101	Attachment #16-051-A43 to Contract #731-16-051 between the District School Board of Suwannee County and the District School Board of Putnam County on behalf of the North East Florida Educational Consortium (NEFEC) to provide human resource management network services and related support services (Note: This is an amendment to original Contract #2016-32, which was Board approved on June 23, 2015.) (*Renewal/Revised*) **(pgs. 57-59)**

7. Approval of the following student teacher interns for the fall semester 2015:

Name	University	Site	Cooperating Teacher
Taylor Blackmon	NFCC	SPS/SIS	N/A-Field Experience
Ashley Threm	University of Florida	SES	Jennifer Bonds

8. Approval of the following student transfers for the 2015-2016 school year. Parents will provide transportation.

District Reassignment:

FIRST NAME	LAST NAME	TO	FROM	GRADE
Mollie	McGee	Suwannee	Columbia	8

Zone Reassignment:

FIRST NAME	LAST NAME	TO	FROM	GRADE
Rendell	Manley	BES	SPS	1
R'nell	Manley	BES	SPS	PK

REGULAR AGENDA

Chief Financial Officer – Vickie DePratter:

1. MOTION by Mrs. Ulmer, second by Mr. White, for approval of the Annual Financial Report for fiscal year ending June 30, 2015. **(pg. 60)** MOTION CARRIED UNANIMOUSLY

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

2. MOTION by Mr. Taylor, second by Ms. Cason, for approval of the following contract/agreement for the 2015-2016 school year: (NEW) (Note: This contract has been reviewed and approved by Board Attorney Leonard Dietzen.)

#2016-99 Clinical Education Agreement between Suwannee County School Board Patient Care Technician and Practical Nurse Education Programs and Emory Medical Corporation d/b/a Women's Center of Florida in Lake City, Live Oak, Jasper, and Starke (*New*) **(pgs. 61-66)**

MOTION CARRIED UNANIMOUSLY

Director of Facilities – Mark Carver:

3. MOTION by Mrs. Ulmer, second by Mr. Taylor, for approval of the Florida Department of Education Five Year Facilities Work Plan for fiscal year 2015-2016. (A copy is available in the office of the Director of Facilities.) **(pg. 67)**
MOTION CARRIED UNANIMOUSLY

Director of Food Service – Lisa Dorris:

4. MOTION by Mr. Taylor, second by Mr. White, for approval of the following personnel item for the 2015-2016 school year:

   a. Increase three 6-hour Food Service Worker positions to 8-hour Food Service Worker positions at Branford High School **(pg. 68)**

MOTION CARRIED UNANIMOUSLY

Director of Student Services – Elizabeth Simpson:

5. MOTION by Mrs. Ulmer, second by Ms. Cason, for approval of the following contract/agreement for the 2015-2016 school year: (NEW) (Note: This contract has been reviewed and approved by Board Attorney Leonard Dietzen.)

   #2016-102 Suwannee County Public Schools Rate and Service Contract 2015-2016 between the Suwannee County School Board and Renata Beasley d/b/a Renata Beasley Large Family Childcare Home for the Teen Parent Program (*New*) **(pgs. 69-86)**

MOTION CARRIED UNANIMOUSLY

Director of Human Resources – Dr. Bill Brothers:

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

#2.16	Prohibiting Discrimination, Including Sexual and Other Forms of Harassment (*Revised*) **(pgs. 87-98)**
#2.17	Reporting Child Abuse (*Revised*) **(pgs. 99-104)**
#3.41	Service Animals (*Revised*) **(pgs. 105-107)**
#4.15	District and State-Wide Assessment Program (*Revised*) **(pgs. 108-109)**
#5.28	School Health Services (*New*) **(pg. 110)**
#5.29	Notification of Involuntary Examination (*New*) **(pg. 111)**
#6.15	Education Paraprofessionals and Aides (*Revised*) **(pgs. 112-115)**
#6.4401	Electronic Records and Electronic Signatures (*New*) **(pgs. 116-117)**
#7.30	Grant Management (*New*) **(pgs. 118-119)**

MOTION CARRIED UNANIMOUSLY

7. MOTION by Mrs. Ulmer, second by Mr. White, for approval of the following contract/agreement for the 2015-2016 school year: (NEW) (Note: This contract has been reviewed and approved by Board Attorney Leonard Dietzen.)

#2016-97	Affiliation Agreement for Speech-Language Pathology between Edinboro University of Pennsylvania and the School Board of Suwannee County for student teaching and observation (*New*) **(pgs. 120-124)**

MOTION CARRIED UNANIMOUSLY

8. MOTION by Mrs. Ulmer, second by Mr. Taylor, for approval of the Personnel Changes List **(pgs. 125-130)** MOTION CARRIED UNANIMOUSLY

PERSONNEL CHANGES APPROVED:

RESIGNATION: INSTRUCTIONAL:

Branford High School:
Jennifer Patterson, teacher, effective November 3, 2015

RESIGNATIONS: NON-INSTRUCTIONAL:

Branford Elementary School:
Michelle Bozeman, paraprofessional, effective October 30, 2015

Food Service Department:
Marianne Wood, administrative secretary, effective November 6, 2015

Transportation Department:
Wayne Couture, bus driver, effective October 9, 2015

RECOMMENDATIONS: INSTRUCTIONAL:

Branford High School
Ana Delgado, teacher, effective November 10, 2015
REPLACES: Jennifer Paterson

Suwannee Middle School:
Dana Drawdy, teacher, effective November 2, 2015
REPLACES: David Bond

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

Suwannee Middle School:
Rebecca Monroe, teacher, September 17, 18 and 22, 2015

SUPPLEMENTARY:

NAME	POSITION	LOCATION	REPLACES
Linda Whitley	Varsity Cheerleading Sponsor	BHS	
Kelsey McCormick	JV Cheerleading Sponsor	BHS	
Stefani Santos	Girls' Cross Country	BHS	
Roy Harden	Head Football Coach	BHS	
Tim Clark	Offensive/Defensive Coach	BHS	
David Allen	JV Head Football Coach	BHS	
Alex O'Quinn	JV Assistant Football Coach	BHS	

LaDon Terry	Var. Head Volleyball Coach	BHS
Misty Ward	JV Head Volleyball Coach	BHS
John Blalock	M/J Boys' Head Basketball Coach	BHS
Carla Suggs	Var. Girls' Head Basketball Coach	BHS
Mendy Sikes	JV Girls' Head Basketball Coach	BHS
Alex O'Quinn	Var. Head Baseball Coach	BHS
Brad Minks	Var. Asst. Baseball Coach	BHS
Alex O'Quinn	JV Head Baseball Coach	BHS
Roy Harden	Head Boys' Track Coach	BHS
Tim Clark	Head Girls' Track Coach	BHS
Abbey Warren	Instructional Leadership	BHS
Angela Hill	Instructional Leadership	BHS
Angela Wood	Instructional Leadership	BHS
Danelle Bradow	Instructional Leadership	BHS
Tammy Neil	Instructional Leadership	BHS
Vanessa Leffler	Instructional Leadership	BHS
Vaster Fryar	Instructional Leadership	BHS
Brant Helvenston	Instructional Leadership	SMS
Dan Skelly	Instructional Leadership	SMS
Jenny Clark	Instructional Leadership	SMS
Mary Check-Cason	Instructional Leadership	SMS
Matt Grillo	Instructional Leadership	SMS
Robyn Bonds	Instructional Leadership	SMS
Cristina Herrington	Instructional Leadership	SPS
Hannah Johnson	Instructional Leadership	SPS
Jennifer Gregory	Instructional Leadership	SPS
Jessica Johnson	Instructional Leadership	SPS
Kelly Driggers	Instructional Leadership	SPS
Kerry Jo Melland	Instructional Leadership	SPS
Melissa Bozeman	Instructional Leadership	SPS
Rhoda Crews	Instructional Leadership	SPS
Shannon Daniel	Instructional Leadership	SPS
Staci Greaves	Instructional Leadership	SPS
Vickie Pagliai	Instructional Leadership	SPS
Liny Meeks	Instructional Leadership	SES
Vickie Carter	Instructional Leadership	SES
Connie Leavitt	Instructional Leadership	SES
Charlene Redish	Instructional Leadership	SES
Michelle Robertson	Instructional Leadership	SES
Melody Handley	Instructional Leadership	SES
Priscilla Woodard	Instructional Leadership	SES
Evelyn Arnold	Instructional Leadership	SES
Pam Lewis	Instructional Leadership	SES
Becky Carter	Instructional Leadership	SES
Audrey Marshall	Instructional Leadership	SHS
Josh Jacobson	Instructional Leadership	SHS
Debbie Land	Instructional Leadership	SHS

De Broughton	Instructional Leadership	SHS
Kimberly Tuvell	Instructional Leadership	SHS
Jeffry Boatright	Instructional Leadership	SHS
Marilyn Roberts	Instructional Leadership	SHS
Rayanna Johnson	Head Volleyball Coach	SMS
Brad Scarborough	Head Football Coach	SMS
Matt Yanossy	Asst. Football Coach	SMS
Jayvis Ward	Asst. Football Coach	SMS

RECOMMENDATIONS: NON-INSTRUCTIONAL/SCHOOL RELATED:

Food Service Department/SPS:
Mercedes Gervacio, food service worker 3-hour, effective November 2, 2015
REPLACES: Jennifer Gaskins

Transportation Department:
Timothy Bennett, bus mechanic, effective October 26, 2015
REPLACES: Joel Williamson

TRANSFER:

NAME	FROM: SITE/POSITION	TO: SITE/POSITION	REPLACES	EFFECTIVE
Cindy Johnson	District/Asst. Personnel	Food Service/Admin Sec.	M. Wood	11/9/2015

LEAVE OF ABSENCE (FAMILY MEDICAL LEAVE ACT):

District Office/Facilities Department:
Rosa Perez, custodian, November 17, 2015, through January 1, 2016, with the option of returning sooner if released by her doctors

Suwannee Middle School:
Elizabeth Smith, paraprofessional, November 6, 2015 through January 28, 2016, using days as needed for insurance purposes, with the option of returning sooner if released by her doctor

LEAVE OF ABSENCE (MEDICAL):
Elizabeth Smith, paraprofessional, January 29, 2016, until released by her doctor, using days as needed for insurance purposes, with the option of returning sooner if released by her doctor

SUBSTITUTES

District Wide:
The following as a substitute custodian:

Kayla Bonds

The following as a substitute food service worker:

Kayla Bonds

The following as substitute nurses:

Whitney Dubose	Amanda Evans	Lindsey Lewis
Ashley Mallory	Amy Smith	

Transportation Department:

Eva Garitson	bus driver
Joanne Riley	bus attendant
Lawrence Schnaudigel	bus attendant

VOLUNTEERS:

Florence Achuo	Mary Driggers	Charlene Lindblade
Melissa Barker	James Driggers	Idalberto Lopez
Laura Bashaw	Melissa Ford	Adrienne Lovett
Jeremy Beauchamp	Sabrina Galvin	Patricia Luiso
Kamree Bispham	Jeffrey Geering	Faye Mancini
Carrie Brown	Alan Gibson	Amity McCall
Paul Buchanan	Katrina Gibson	Candice McCallister
Kimberly Cano	Edward Harris	Trudy Meeks
Jenna Chancey	Alexis Hernandez	James Montgomery
Janet Chauncey	Andretha Herring	Odelia Montgomery
Roger Clark	Tawanna Hines	Gina Nardiello
Zachary Clark	Mary Holland	Tony Owens
Amanda Clark	Alexis Jones	Brittany Parrish
Marteen Clayton	Harriett Knighton	Chrissia Paulk
Tracy Combee	Frank Kolk	Elva Radford
Jon Cummings	Donna Koon	Jamie Roberts
Judy Dees	Lowell Law	Lisa Roberts
Janice Dicks	Belinda Lewis	Allen Sanders

Slade Sikes
Lance Soluri
Bridget Stegall
Donna Suggs
Shirley Thomas
Alicia Tompkins
Meghan Tyrrell
Pamela Van Delden
Alisha Vega
Shekea
Weatherspoon
Laura Welch
Dustin Williamson
Brandy Williamson
Kiya Wiltgen
Coty Wiltgen
Buffie Wingate
Kevin Wright
Jinyu Wu

End of List
2015-2016
School Year

School Board Attorney – Leonard Dietzen:

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

Superintendent of Schools – Jerry Scarborough:

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

School Board Members:

11. Issues and concerns Board members may wish to discuss

- No issues or concerns to report.

The meeting adjourned at 6:54 p.m.

SUWANNEE COUNTY SCHOOL BOARD

Serving The Children Of Our Community

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

JERRY A. SCARBOROUGH
Superintendent of Schools

JERRY TAYLOR
DISTRICT 1

CATHERINE CASON
DISTRICT 2

JULIE ULMER
DISTRICT 3

ED DA SILVA
DISTRICT 4

RONALD WHITE
DISTRICT 5

LEONARD J. DIETZEN, III
BOARD ATTORNEY

MEMORANDUM

TO: Jerry A. Scarborough, Superintendent of Schools

FROM: Mark A. Carver, Director of Facilities

DATE: December 1, 2015

RE: Agenda Item for December 15, 2015, Regular Board Meeting

RECOMMENDATION:

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

BACKGROUND:

Capitalized assets are obsolete or no longer serviceable.

PROPERTY DISPOSITION FORM
BOARD MEETING
DECEMBER 2015

PROPERTY RECORD #	ITEM DESCRIPTION	ORIGINAL PURCHASE PRICE	ORIGINAL PURCHASE DATE	COST CENTER	REQUESTED DISPOSITION
99000545	Printer, Laser	$ 1,199.00	Sep-99	IT	Surplus
99002626	Computer Monitor/Keyboard	$ 1,138.00	Jul-02	IT	Surplus
99002697	Computer Monitor/Keyboard	$ 1,068.00	Oct-02	IT	Surplus
99004855	Printer, Laser	$ 925.00	Aug-04	IT	Surplus
99005101	Power Edge Server	$ 10,089.60	Jul-05	IT	Surplus
99005119	Cisco 2950G-24Port Switch	$ 1,500.00	Jul-05	IT	Surplus
99005121	Cisco 2950G-24Port Switch	$ 1,500.00	Jul-05	IT	Surplus
99005122	Cisco 2950G-24Port Switch	$ 1,500.00	Jul-05	IT	Surplus
99005394	Copier	$ 899.00	Jun-06	IT	Surplus
99005503	Computer Monitor/Keyboard	$ 815.00	Jun-06	IT	Surplus
99005916	Server	$ 2,042.00	May-07	IT	Surplus
99006097	IMAC/MACBOOK	$ 1,132.19	May-08	IT	Surplus
99006099	IMAC/MACBOOK	$ 1,132.19	May-08	IT	Surplus
99006113	IMAC/MACBOOK	$ 1,132.19	May-08	IT	Surplus
99006116	IMAC/MACBOOK	$ 1,132.19	May-08	IT	Surplus
99006121	IMAC/MACBOOK	$ 1,132.19	May-08	IT	Surplus
99006124	IMAC/MACBOOK	$ 1,132.19	May-08	IT	Surplus
99006129	IMAC/MACBOOK	$ 1,132.19	May-08	IT	Surplus
99006130	IMAC/MACBOOK	$ 1,132.19	May-08	IT	Surplus
99006131	IMAC/MACBOOK	$ 1,132.19	May-08	IT	Surplus
99006132	IMAC/MACBOOK	$ 1,132.19	May-08	IT	Surplus
99006133	IMAC/MACBOOK	$ 1,132.19	May-08	IT	Surplus
99006134	IMAC/MACBOOK	$ 1,132.19	May-08	IT	Surplus
99006135	IMAC/MACBOOK	$ 1,132.19	May-08	IT	Surplus
99006137	IMAC/MACBOOK	$ 1,132.19	May-08	IT	Surplus

PROPERTY DISPOSITION FORM
BOARD MEETING
DECEMBER 2015

PROPERTY RECORD #	ITEM DESCRIPTION	ORIGINAL PURCHASE PRICE	ORIGINAL PURCHASE DATE	COST CENTER	REQUESTED DISPOSITION
99006138	IMAC/MACBOOK	$ 1,132.19	May-08	IT	Surplus
99006139	IMAC/MACBOOK	$ 1,132.19	May-08	IT	Surplus
99006140	IMAC/MACBOOK	$ 1,132.19	May-08	IT	Surplus
99006141	IMAC/MACBOOK	$ 1,132.19	May-08	IT	Surplus
99006142	IMAC/MACBOOK	$ 1,132.19	May-08	IT	Surplus
99006143	IMAC/MACBOOK	$ 1,132.19	May-08	IT	Surplus
99006144	IMAC/MACBOOK	$ 1,132.19	May-08	IT	Surplus
99006145	IMAC/MACBOOK	$ 1,132.19	May-08	IT	Surplus
99006146	IMAC/MACBOOK	$ 1,132.19	May-08	IT	Surplus
99006147	IMAC/MACBOOK	$ 1,132.19	May-08	IT	Surplus
99006148	IMAC/MACBOOK	$ 1,132.19	May-08	IT	Surplus
99006149	IMAC/MACBOOK	$ 1,132.19	May-08	IT	Surplus
99006150	IMAC/MACBOOK	$ 1,132.19	May-08	IT	Surplus
99006152	IMAC/MACBOOK	$ 1,132.19	May-08	IT	Surplus
99006235	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006240	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006242	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006246	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006251	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006253	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006255	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006259	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006284	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006307	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006312	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus

PROPERTY DISPOSITION FORM
BOARD MEETING
DECEMBER 2015

PROPERTY RECORD #	ITEM DESCRIPTION	ORIGINAL PURCHASE PRICE	ORIGINAL PURCHASE DATE	COST CENTER	REQUESTED DISPOSITION
99006313	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006322	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006330	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006331	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006360	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006361	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006363	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006376	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006378	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006400	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006401	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006402	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006403	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006405	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006407	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006409	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006410	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006411	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006412	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006417	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006419	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006424	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006425	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006552	Computer, Laptop	$ 815.00	Mar-09	IT	Surplus
99006553	Computer, Laptop	$ 815.00	Mar-09	IT	Surplus

PROPERTY DISPOSITION FORM
BOARD MEETING
DECEMBER 2015

PROPERTY RECORD #	ITEM DESCRIPTION	ORIGINAL PURCHASE PRICE	ORIGINAL PURCHASE DATE	COST CENTER	REQUESTED DISPOSITION
99006554	Computer, Laptop	$ 815.00	Mar-09	IT	Surplus
99006556	Computer, Laptop	$ 815.00	Mar-09	IT	Surplus
99006572	Computer, Laptop	$ 815.00	Mar-09	IT	Surplus
99006576	Computer, Laptop	$ 815.00	Mar-09	IT	Surplus
99006581	Computer, Laptop	$ 815.00	Mar-09	IT	Surplus
99006588	Computer, Laptop	$ 815.00	Mar-09	IT	Surplus
99006592	Computer, Laptop	$ 815.00	Mar-09	IT	Surplus
99006599	Computer, Laptop	$ 815.00	Mar-09	IT	Surplus
99006602	Computer, Laptop	$ 815.00	Mar-09	IT	Surplus
99006649	Computer, Laptop	$ 1,575.72	Apr-09	IT	Surplus
99006685	Computer, Laptop	$ 1,575.72	Apr-09	IT	Surplus
99006718	Computer, Notebook	$ 899.00	Jul-09	IT	Surplus
99006801	Computer, Laptop w Dockin	$ 899.00	Aug-09	IT	Surplus
99006835	Computer, Laptop w Dockin	$ 899.00	Aug-09	IT	Surplus
99006900	Computer, Laptop w Dockin	$ 899.00	Sep-09	IT	Surplus
99006934	Computer, Laptop w Dockin	$ 899.00	Sep-09	IT	Surplus
99006941	Computer, Laptop w Dockin	$ 899.00	Nov-09	IT	Surplus
99006945	Computer, Laptop w Dockin	$ 899.00	Nov-09	IT	Surplus
99007185	Computer, Laptop	$ 990.00	Jun-10	IT	Surplus
99007264	Computer, Laptop	$ 990.00	Jun-10	IT	Surplus
99007322	Computer, Laptop w Dockin	$ 1,010.00	Sep-10	IT	Surplus
99002646	CATALYST SWITCH 2900	$ 2,092.38	Dec-02	IT	Surplus
99004589	Computer Monitor/Keyboard	$ 1,188.00	Dec-01	IT	Surplus
99004604	Computer Monitor/Keyboard	$ 839.00	Dec-03	IT	Surplus
99005080	Projector	$ 1,400.00	Jun-05	IT	Surplus

PROPERTY DISPOSITION FORM
BOARD MEETING
DECEMBER 2015

PROPERTY RECORD #	ITEM DESCRIPTION	ORIGINAL PURCHASE PRICE	ORIGINAL PURCHASE DATE	COST CENTER	REQUESTED DISPOSITION
99005088	Power Edge Server	$ 3,341.41	Jul-05	IT	Surplus
99005913	Server	$ 2,525.00	Apr-07	IT	Surplus
99006159	IMAC/MACBOOK	$ 1,189.15	May-08	IT	Surplus
99006534	Computer, Laptop	$ 815.00	Mar-09	IT	Surplus
99006535	Computer, Laptop	$ 815.00	Mar-09	IT	Surplus
99006536	Computer, Laptop	$ 815.00	Mar-09	IT	Surplus
99006537	Computer, Laptop	$ 815.00	Mar-09	IT	Surplus
99006538	Computer, Laptop	$ 815.00	Mar-09	IT	Surplus
99006539	Computer, Laptop	$ 815.00	Mar-09	IT	Surplus
99006542	Computer, Laptop	$ 815.00	Mar-09	IT	Surplus
99006544	Computer, Laptop	$ 815.00	Mar-09	IT	Surplus
99006546	Computer, Laptop	$ 815.00	Mar-09	IT	Surplus
99006548	Computer, Laptop	$ 815.00	Mar-09	IT	Surplus
99006549	Computer, Laptop	$ 815.00	Mar-09	IT	Surplus
99006551	Computer, Laptop	$ 815.00	Mar-09	IT	Surplus
99006583	Computer, Laptop	$ 815.00	Mar-09	IT	Surplus
99006586	Computer, Laptop	$ 815.00	Mar-09	IT	Surplus
99006590	Computer, Laptop	$ 815.00	Mar-09	IT	Surplus
99006593	Computer, Laptop	$ 815.00	Mar-09	IT	Surplus
99006596	Computer, Laptop	$ 815.00	Mar-09	IT	Surplus
99006597	Computer, Laptop	$ 815.00	Mar-09	IT	Surplus
99006598	Computer, Laptop	$ 815.00	Mar-09	IT	Surplus
99006600	Computer, Laptop	$ 815.00	Mar-09	IT	Surplus
99006707	Computer, Laptop	$ 899.00	Jun-09	IT	Surplus
99006709	Computer, Laptop	$ 899.00	Jun-09	IT	Surplus

PROPERTY DISPOSITION FORM
BOARD MEETING
DECEMBER 2015

PROPERTY RECORD #	ITEM DESCRIPTION	ORIGINAL PURCHASE PRICE	ORIGINAL PURCHASE DATE	COST CENTER	REQUESTED DISPOSITION
99006720	Computer, Notebook	$ 899.00	Jul-09	IT	Surplus
99006870	Computer, Notebook	$ 916.98	Aug-09	IT	Surplus
99006873	Computer, Notebook	$ 916.98	Aug-09	IT	Surplus
99006897	Computer, Laptop w Dockin	$ 899.00	Sep-09	IT	Surplus
99007341	Computer, Notebook	$ 1,040.00	Aug-10	IT	Surplus
99007346	Computer, Notebook	$ 1,040.00	Aug-10	IT	Surplus
99007351	Computer, Notebook	$ 1,040.00	Aug-10	IT	Surplus
99007352	Computer, Notebook	$ 1,040.00	Aug-10	IT	Surplus
99007353	Computer, Notebook	$ 1,040.00	Aug-10	IT	Surplus
99007355	Computer, Notebook	$ 1,040.00	Aug-10	IT	Surplus
99007356	Computer, Notebook	$ 1,040.00	Aug-10	IT	Surplus
99007357	Computer, Notebook	$ 1,040.00	Aug-10	IT	Surplus
99007358	Computer, Notebook	$ 1,040.00	Aug-10	IT	Surplus
99007360	Computer, Notebook	$ 1,040.00	Aug-10	IT	Surplus
99007364	Computer, Notebook	$ 1,040.00	Aug-10	IT	Surplus
99007365	Computer, Notebook	$ 1,040.00	Aug-10	IT	Surplus
99007366	Computer, Notebook	$ 1,040.00	Aug-10	IT	Surplus
99007368	Computer, Notebook	$ 1,040.00	Aug-10	IT	Surplus
99007419	Computer Probook Notebook	$ 1,040.00	Mar-11	IT	Surplus
99007335	Computer, Laptop w Dockin	$ 1,040.00	Aug-10	IT	Surplus
99006688	Computer, Laptop	$ 1,575.70	Apr-09	IT	Surplus
99004762	Printer, Laser	$ 994.00	Jun-04	IT	Surplus
99006153	IMAC/MACBOOK	$ 1,132.19	May-08	IT	Surplus
99006174	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006184	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus

PROPERTY DISPOSITION FORM
BOARD MEETING
DECEMBER 2015

PROPERTY RECORD #	ITEM DESCRIPTION	ORIGINAL PURCHASE PRICE	ORIGINAL PURCHASE DATE	COST CENTER	REQUESTED DISPOSITION
99006185	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006205	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006219	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006222	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006223	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006226	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006230	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006426	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006427	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006428	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006431	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006434	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus
99006837	Computer, Laptop w Dockin	$ 899.00	Aug-09	IT	Surplus
99006936	Computer, Laptop w Dockin	$ 899.00	Nov-09	IT	Surplus
99007443	Computer, Basic Unit	$ 1,017.00	Feb-11	IT	Surplus
99005108	Computer, Laptop	$ 1,203.30	Jul-05	IT	Surplus
99005909	Computer, Laptop	$ 1,067.00	Mar-07	IT	Surplus
99006096	IMAC/MACBOOK	$ 1,132.19	May-08	IT	Surplus
99006125	IMAC/MACBOOK	$ 1,132.19	May-08	IT	Surplus
99006327	IMAC/MACBOOK	$ 1,087.96	May-08	IT	Surplus

PROPERTY DISPOSITION FORM
BOARD MEETING
DECEMBER 2015

PROPERTY RECORD #	ITEM DESCRIPTION	ORIGINAL PURCHASE PRICE	ORIGINAL PURCHASE DATE	COST CENTER	REQUESTED DISPOSITION
	TOTAL	$ 143,439.94			

Requested By: _____

Mark A. Carver,
Director of Property Records

12/15/2015
Date

Approved By: _____

Superintendent

_____

Board Chairman

RIVEROAK
TECHNICAL COLLEGE

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

MEMORANDUM

TO: Jerry A. Scarborough, Superintendent of Schools

FROM: Walter Boatright, Jr., Principal, RIVEROAK Technical College

THRU: Vickie Music DePratter, Chief Financial Officer
Ted Roush, Assistant Superintendent of Administration

DATE: December 7, 2015

RE: Agenda Items for December 15, 2015, Regular Board Meeting

RECOMMENDATION:

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

#2016-104 Career Pathway Agreement with District Board of Lafayette County – Patient Care Technician, Practical Nursing, Commercial Foods & Culinary Arts, Administrative Office Specialist, Digital Design, Medical Administrative Specialist.

#2016-109 Career Pathway Agreement with District Board of Madison County – Patient Care Technician, Practical Nursing, Commercial Foods & Culinary Arts, Early Childhood Education, Administrative Office Specialist, Medical Administrative Specialist

BACKGROUND:

The above listed agreements provide PSAV hours for Lafayette and Madison County High School students.

RIVEROAK
TECHNICAL COLLEGE

RIVEROAK Technical College

Career Pathway Agreements with District School Board of Lafayette County

Career Pathways: High Schools & RIVEROAK Technical College

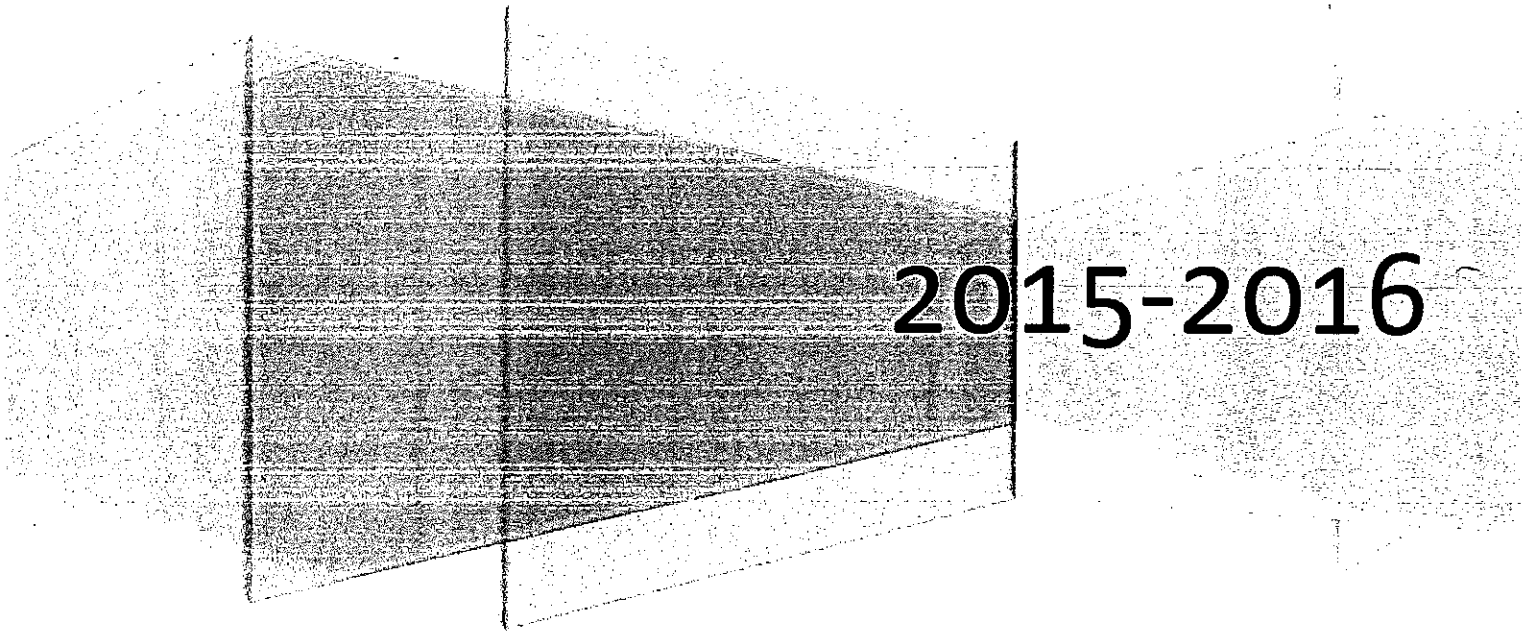


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Career and Technical Education
RIVEROAK Technical College & District School Board of Lafayette County
Career Pathways Articulation Agreement
2015-2016

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 8741731 Allied Health 3 OCP B	**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
Culinary Arts - 8800500 8800500 Culinary Arts 1 OCP A 8800510 Culinary Arts 2 OCP B 8800520 Culinary Arts 3 OCP C	**NRAEF003** – Certified Professional Food Manager (SERVESAFE)	**Commercial Foods & Culinary Arts - 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.**	HMV 0100 Food Preparation (300 hours) OCP A
Digital Design - 8209600 8209020 Computing for College and Careers OCP A 8209510 Digital Design 1 OCP B 8029520 Digital Design 2	**ADOBE012** - Photoshop	**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 8209020 Computing for College and Careers OCP A 8209510 Digital Design 1 OCP B 8029520 Digital Design 2	**ADOBE012** - Photoshop	**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 8209020 Computing for College and Careers OCP A 8209510 Digital Design 1 OCP B 8029520 Digital Design 2	**ADOBE012** - Photoshop	**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
11/4/15 Date	Director, RIVEROAK Technical College
20 OCT. 2015 Date	Robert Edwards Superintendent, District School Board of Lafayette County
10-20-2015 Date	Chair, District School Board of Lafayette County
10/21/15 Date	Coordinator, Career & Technical Education, District School Board of Lafayette

RIVEROAK
TECHNICAL COLLEGE

RIVEROAK Technical College

Career Pathway Agreements with District School Board of Madison County

Career Pathways: High Schools & RIVEROAK Technical College

2015-2016

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Career Pathways Articulation Agreement
2015-2016

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 Madison 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 Madison 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 Madison 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 Madison 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 Madison 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 8741731 Allied Health 3 OCP B	**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
Culinary Arts - 8800500 8800500 Culinary Arts 1 OCP A 8800510 Culinary Arts 2 OCP B 8800520 Culinary Arts 3 OCP C	**NRAEF003** – Certified Professional Food Manager (SERVESAFE)	**Commercial Foods & Culinary Arts - 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.**	HMV 0100 Food Preparation (300 hours) OCP A
Early Childhood Education - 8503210 8503211 Early Childhood Education 1 OCP A 8503211 Early Childhood Education 2 OCP B 8503211 Early Childhood Education 3 OCP C	**Early Childhood Professional Certificate – CPCP**	**Early Childhood Education - 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.**	HEV 0870 Child Care Worker 1 (150 hours) OCP A HEV 0871 Child Care Worker 2 (150 hours) OCP B HEV0872 Teacher Aide (Preschool) (150 hours) OCP C

Web Development - 9001100 8207310 Introduction to Information Technology - OCP A 9001110 Foundations of Web Design OCP B 9001120 User Interface Design OCP C	**MICRO069** – Microsoft Office Specialist **ADOBE010** – Dreamweaver **ADOBE 011** - Flash **ADOBE012** - Photoshop	**Administrative Office Specialist – PSAV** **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 OTA0631 Medical Office Tec (300 hours) OCP C

IN WITNESS WHEREOF, the District School Board of Madison 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
11-16-15 Date	Director, RIVEROAK Technical College
10/22/15 Date	Superintendent, District School Board of Madison County
10-20-15 Date	Chair, District School Board of Madison County
11-4-15 Date	Coordinator, Career & Technical Education, District School Board of Madison County

RIVEROAK
TECHNICAL COLLEGE

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

MEMORANDUM

TO: Jerry A. Scarborough, Superintendent of Schools

FROM: Walter Boatright, Jr., Principal, RIVEROAK Technical College

THRU: Vickie Music DePratter, Chief Financial Officer
Ted Roush, Assistant Superintendent of Administration

DATE: December 2, 2015

RE: Agenda Items for December 15, 2015, Regular Board Meeting

RECOMMENDATION:

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

#2016-111 Career Pathway Agreement with District Board of Hamilton County – Patient Care Technician, Practical Nursing, Commercial Foods & Culinary Arts, Administrative Office Specialist, Digital Design, Medical Administrative Specialist.

#2016-112 Career Pathway Agreement with District Board of Jefferson County – Administrative Office Specialist, Digital Design, Medical Administrative Specialist

BACKGROUND:

The above listed agreements provide PSAV hours for Hamilton and Jefferson County High School students.

RIVEROAK TECHNICAL COLLEGE

RIVEROAK Technical College

Career Pathway Agreements with District School Board of Hamilton County

Career Pathways: High Schools & RIVEROAK Technical College

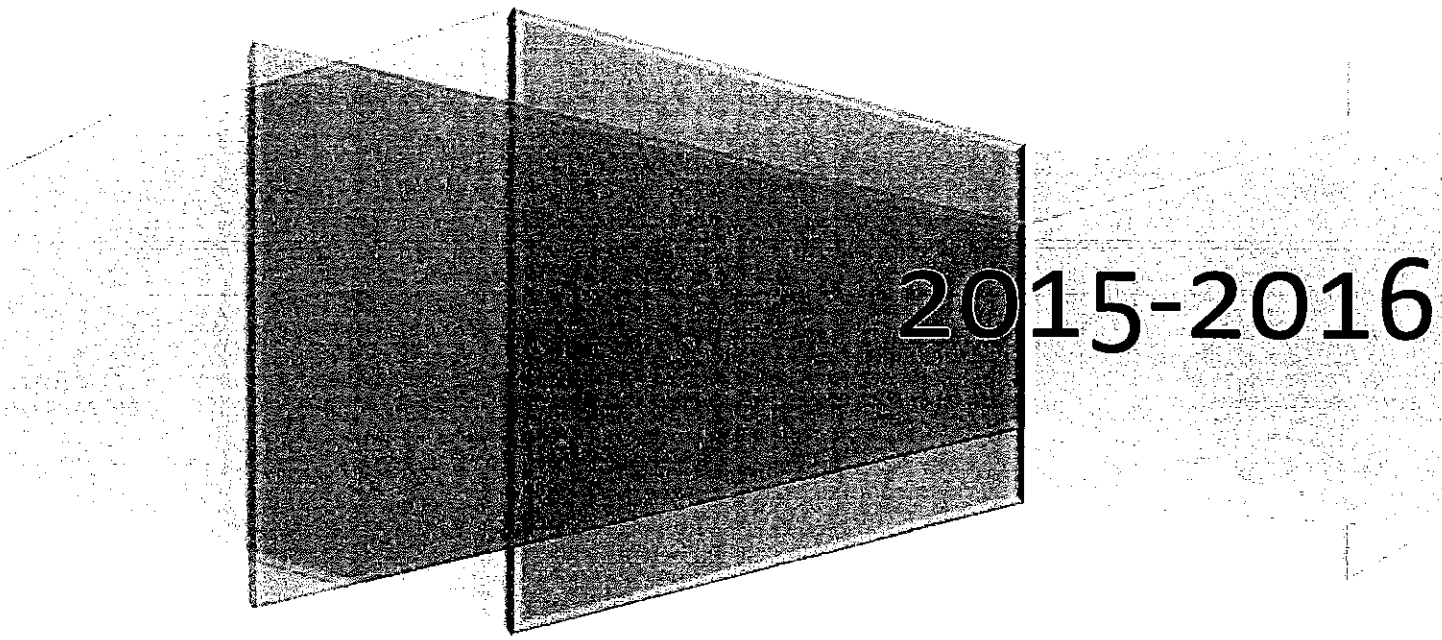


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RIVEROAK Technical College & District School Board of Hamilton County
Career Pathways Articulation Agreement
2015-2016

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.

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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.

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Conditions of Agreement

1. District School Board of Hamilton 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.

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High School Career Pathway	Associated Industry Certification	RTC Program of Study/ Certificate	Assessment	Articulated Credit
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Culinary Arts - 8800500 8800500 Culinary Arts 1 OCP A 8800510 Culinary Arts 2 OCP B 8800520 Culinary Arts 3 OCP C	**NRAEF002** – National Pro-Start Certificate of Achievement	**Commercial Foods & Culinary Arts - 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.**	HMV 0100 Food Preparation (300 hours) OCP A
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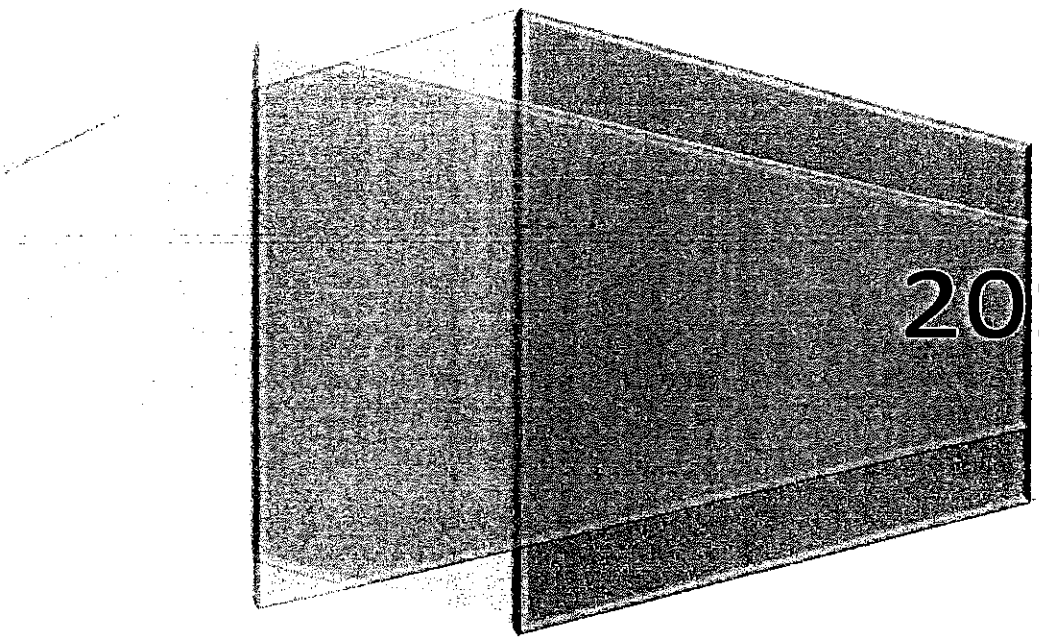
Date	Superintendent, District School Board of Suwannee County
Date	Chair, District School Board of Suwannee County
Date	Director, RIVEROAK Technical College
Date	Superintendent, District School Board of Hamilton County
Date	Chair, District School Board of Hamilton County
Date	Coordinator, Career & Technical Education, District School Board of Hamilton

RIVEROAK TECHNICAL COLLEGE

RIVEROAK Technical College

Career Pathway Agreements with District School Board of Jefferson County

Career Pathways: High Schools & RIVEROAK Technical College



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Conditions of Agreement

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High School Career Pathway	Associated Industry Certification	RTC Program of Study/ Certificate	Assessment	Articulated Credit
Digital Design - 8209600 8207310 Introduction to Information Technology OCP A 8209510 Digital Design 1 OCP B 8029520 Digital Design 2	**MICRO069** – Microsoft Office Specialist **ADOBE012** - Photoshop	**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
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IN WITNESS WHEREOF, the District Board of Jefferson 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
Date	Superintendent, District School Board of Jefferson County
Date	Chair, District School Board of Jefferson County
Date	Coordinator, Career & Technical Education, District School Board of Jefferson

SUWANNEE COUNTY SCHOOL BOARD

Serving The Children Of Our Community

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

JERRY A. SCARBOROUGH
Superintendent of Schools

JERRY TAYLOR
DISTRICT 1

CATHERINE CASON
DISTRICT 2

JULIE ULMER
DISTRICT 3

ED DA SILVA
DISTRICT 4

RONALD WHITE
DISTRICT 5

LEONARD J. DIETZEN, III
BOARD ATTORNEY

MEMORANDUM

TO: Jerry Scarborough, Superintendent of Schools

FROM: Vickie Music DePratter, Chief Financial Officer

DATE: December 4, 2015

RE: Agenda Item for December 15, 2015, Regular Meeting

RECOMMENDATION:

The Superintendent recommends approval of the following engagement agreement:

#2016-113 Engagement Agreement between Rumberger, Kirk & Caldwell and Suwannee County School District for legal services. (Renewal)

BACKGROUND:

This agreement is to renew the engagement agreement for legal services provided through the firm of Rumberger, Kirk & Caldwell, for the 2016 calendar year. Per the terms of the original agreement, the engagement will be reviewed for renewal annually. Terms and conditions of the engagement remain the same as the prior year.

Rumberger
KIRK & CALDWELL

Leonard J. Dietzen
Rumberger, Kirk & Caldwell, P.A.
Attorneys at Law
215 South Monroe Street
Suite 702 (32301)
Post Office Box 10507
Tallahassee, Florida 32302-2507
Phone: 850.222.6550
Fax: 850.222.8783
ldietzen@rumberger.com
www.rumberger.com

December 7, 2015

Ed daSilva, Chair
Suwannee County School District
702 2nd Street, NW
Live Oak, Florida 32064

Re: Suwannee County School ---Board Attorney Contract

Dear Mr. daSilva:

Thank you for agreeing to retain Rumberger, Kirk & Caldwell, P.A. ("RKC") as counsel on behalf of the Suwannee County School Board (the "Board" or "Client"), as pertains to legal advice involving school board issues.

This letter constitutes the engagement agreement (the "Agreement") between the Client and RKC, describes the terms of our relationship, and sets forth the general terms of our assistance to you in the above-referenced matter. If the Agreement is acceptable to you, please sign and return a copy to me at your earliest convenience. The original is for your files. When you sign this letter, it becomes a contract between us. Please feel free to discuss this letter with independent counsel or to call me if you have any comments or questions concerning this Agreement.

1. Scope of Engagement. We have agreed the scope of our engagement will entail legal services for attending workshops, special and regular meetings, staff conferences, contract reviews, attend School Board hearings, answer any inquires regarding general school law, and perform requested legal services as set forth in your RFP No. 10-215.

RKC is retained by the Board, reports directly to the Board, and shall be directly responsible to the Board. Provided however, nothing in this Agreement shall be construed to prohibit or preclude the rendition of legal services to the Superintendent of Schools and the members of the Superintendent's staff. It is the express intent of the Board and RKC that the legal advice, counsel, and services of RKC shall be available to the Superintendent, the Superintendent's staff, and to such other of the Board's employees as the Board shall designate, including Board Members, the Superintendent, Assistant Superintendents, and authorized members of the administrative staff, including

Directors, and other employees of the Board, when specifically requested by the Board, Superintendent or an Assistant Superintendent.

When providing advice to the Superintendent of Schools or other District staff members, from time to time situations may develop in which the rendition of legal advice and services to the Superintendent, or others, would create a conflict of interest or potential conflict of interest with RKC's representation of the Board. At such time as it appears to RKC that a conflict of interest exists or may exist, RKC shall promptly notify the Board and the Superintendent of such conflict or potential conflict. In all instances the Board is the client of RKC and the Board's needs and interests shall be served to the exclusion of the Superintendent or others with whom such conflict exists or may exist.

RKC shall assist the Board in obtaining outside counsel whenever appropriate.

2. Limitations on Obligation. RKC is not engaged to provide tax advice concerning this matter, including the tax consequences of various outcomes or settlement proposals. RKC encourages you to obtain separate tax counsel to consider any potential tax issues.

3. Fee for Services. Leonard J. Dietzen of RKC will charge $200.00 per hour for all Board related services outlined in this Agreement and the RFP No. 10-215. Other RKC partners will charge the same rate. RKC Associates will be billed at $150.00 per hour. All legal services will be charged in increments of one tenth (1/10) of an hour for actual attorney time rendered. The firm agrees to submit monthly invoices and to advance all costs up to $300.00 per month.

These rates are subject to review and adjustment by mutual agreement in December 2016 and every December thereafter so long as RKC is serving as School Board Attorney.

Mr. Dietzen will agree to make all reasonable efforts to attend each Board meeting, Board workshops and staff meetings as needed. RKC will not charge for any attorney fees for travel time to and from Suwannee County. Only IRS approved mileage will be charged.

4. Costs and Expenses. In addition to fees for legal services, there are certain costs and expenses that the Board may be obligated to pay. RKC shall be reimbursed for expenses incurred on behalf of the Board (i.e., cellular and long distance telephone calls, photocopying, delivery charges, and postage expenses, and the like) at the rate of 1.0 times the actual expenses. All reimbursable expenses related to legal services shall be itemized and included in the monthly invoices. Costs over $300.00 shall be billed directly to the Board. The Board agrees to pay these bills on a timely basis, according to their terms.

The Board will reimburse RKC for annual dues and assessments actually paid for the Attorney's membership in The Florida School Board Attorneys Association and The National Council of School Board Attorneys. Such membership fee reimbursement requests shall be submitted with the Basic Services invoice.

The Board will reimburse all travel expenses in accordance with School Board Policy for the Attorney to attend out-of-district Florida School Board Attorneys Association meetings, and for School District matters. Such expenses shall be submitted for reimbursement with the monthly invoices as appropriate.

5. Payment of Fees and Expenses. All fees and costs shall be payable on a monthly basis.

6. Cooperation. In order to enable RKC to effectively render the services contemplated, the Board agrees to disclose fully and accurately all facts and to keep us apprised of all developments relating to pending matters before the Board. The Board agrees to cooperate fully with RKC and to make itself or its representatives available to attend meetings, conferences, hearings and other proceedings as necessary.

7. Contract Term. The contract term for the services as School Board Attorney to be performed by RKC will commence on January 1, 2016, and conclude on December 31, 2016, subject to the right of the Board to terminate such services on thirty (30) days written notice to RKC, and subject to renewal for successive one-year terms upon specific approval by the Board at each December Regular Board Meeting.

8. Termination of Representation. It is understood that, subject to any limitations imposed by the Rules Regulating the Florida Bar, RKC or the Board may terminate RKC's representation upon thirty (30) days written notice.

9. No Warranty. The Board acknowledges that the Board and RKC have made no guarantees as to the outcome of this matter.

10. Client Documents. RKC will maintain any documents the Board furnishes RKC in RKC's client file (or files) for this matter. At the conclusion of the matter (or earlier, if appropriate), it is the Board's obligation to advise RKC as to which, if any, of the documents in RKC's files the Board wishes RKC to turn over to the Board. RKC will retain any remaining documents in its files for a reasonable period of time and ultimately destroy them in accordance with its record retention program schedule then in effect.

In the event that RKC's representation is terminated and the Board has not paid for all services rendered and/or other charges accrued on its behalf to the date of RKC's withdrawal, RKC may, to the extent permitted by law, assert a retaining lien against any documents or files remaining in its possession until such charges are paid.

11. Subsidiaries, Parents and Affiliates. RKC represents the entity identified in the first paragraph of this letter. RKC represents many entities, some of which may be related, subsidiary, parent or affiliated entities. Furthermore, from time to time, the entity may be sold, acquired or transferred, creating a new set of related, subsidiary, parent or affiliated organizations. RKC adheres to the applicable Bar rules regarding such entities. Therefore,

please provide an ongoing list of entities which may be related, affiliated, parents or subsidiaries of your entity so RKC does not inadvertently find itself in a conflict of interest which may compromise RKC's ability to represent your entity.

12. Professional Liability Insurance. RKC shall at all times maintain professional liability insurance coverage with minimum limits of liability of $1,000,000.00 per claim; $1,000,000.00 total limit.

The Board and RKC agree that any dispute regarding RKC's engagement on this matter will be adjudicated in federal or state court in Suwannee County. Florida law will apply without regard to conflict of law principles.

(THE REMAINING PAGE IS INTENTIONALLY LEFT BLANK)

IN WITNESS WHEROF, the parties have set their hands and seals to this Agreement on this _____ day of December, 2015.

Signed, sealed and delivered in the presence of these witnesses:

School Board of Suwannee County, Florida

_____
Witness Signature

By_____
Ed daSilva
Chair

_____
Type or Print Name of Witness

_____
Witness Signature

ATTEST_____
Jerry A. Scarborough
Superintendent

_____
Type or Print Name of Witness

*****

Rumberger, Kirk & Caldwell, P.A.

_____
Witness Signature

BY_____
Leonard J. Dietzen, III
Florida Bar No. 0840912

_____
Type or Print Name of Witness

_____
Witness Signature

_____
Type or Print Name of Witness

8544202.1

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Superintendent of Schools

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

MEMORANDUM

TO: Jerry A. Scarborough, Superintendent of Schools

FROM: Mark A. Carver, Director of Facilities

THRU: Vickie Music DePratter, Chief Financial Officer
Ted Roush, Assistant Superintendent of Administration

DATE: November 30, 2015

RE: Agenda Item for December 15, 2015 Regular Board Meeting

RECOMMENDATION:

The Superintendent recommends approval to accept 5 split system air conditioner units and 3 water source air conditioner units donated by the Suwannee County Sheriff's Office. The estimated value of these units would be $100 each totaling $800. The equipment ID list is attached.

BACKGROUND:

This equipment is from the Suwannee County Sheriff's Office confiscated surplus. Sheriff, Tony Cameron, offered to donate these units to the Suwannee County Schools.

Model #	Serial #
VSX13060BA	120471360
GSC13060BC	0808626306
50PCV060LCN30130	0910v95881
AR6F486016CA	12046811986
AR6F486016CA	1204681993
ARUF486016BA	0905680057
GSC130601CA	0912076577
GSC130601CA	091207678
GS13060196	0611714274
ARUF486016BA	0809514992
5ORVC060LCN30130	0906v26620
GRVO60AGC30CWTS	m14026317
GOOD MANN	0912076578
GP5RD-030K	gpf090503013
50PCV060RCN30130	2811v28619

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BOARD ATTORNEY

MEMORANDUM

TO: Jerry A. Scarborough, Superintendent of Schools

FROM: Lisa Dorris, Director of Food Service

THRU: Vickie Music DePratter, Chief Financial Officer
Ted Roush, Assistant Superintendent of Administration

DATE: November 30, 2015

RE: Agenda Item for December 15, 2015, Regular Board Meeting

RECOMMENDATION:

The Superintendent recommends approval to accept the following donations from the Dairy Council of Florida. Four (4) moveable carts, Model FUTP DMI KIOSK valued at $1247.00 each and 100 insulated bags, Model F60-FB Red valued at $47.00 each.

BACKGROUND:

The carts and insulated bags will be used for Breakfast in the Classroom and Grab and Go breakfast programs at the schools.

Suwannee High School

Malcolm Hines
Principal

Tamara Boggus
Assistant Principal
Curriculum

Gary Caldwell
Assistant Principal
Administration

Angie Stuckey
Assistant Principal
Student Retention

MEMORANDUM

TO: Jerry A. Scarborough, Superintendent of Schools

FROM: Janene Fitzpatrick, Assistant Superintendent of Instruction

THRU: Malcolm Hines, Principal of Suwannee High School

DATE: December 3, 2015

RE: Board Agenda Item for the December 15, 2015 Regular Board Meeting

RECOMMENDATION:
The Superintendent recommends approval for Suwannee High School NJROTC students to participate in an Orientation Trip on an aircraft carrier and Civil War Fort in Charleston, South Carolina, February 11-12, 2016.

BACKGROUND:
This is an educational trip to visit the aircraft carrier USS Yorktown and Fort Sumter. The students will stay overnight aboard the USS Yorktown. All expenses for this trip will be paid by the NJROTC Booster Club.

Suwannee High School

Malcolm Hines
Principal

Tamara Boggus
Assistant Principal
Curriculum

Gary Caldwell
Assistant Principal
Administration

Angie Stuckey
Assistant Principal
Student Retention

MEMORANDUM

TO: Jerry A. Scarborough, Superintendent of Schools

FROM: Janene Fitzpatrick, Assistant Superintendent of Instruction

THRU: Malcolm Hines, Principal of Suwannee High School

DATE: December 3, 2015

RE: Board Agenda Item for the December 15, 2015, Regular Board Meeting

RECOMMENDATION:
The Superintendent recommends approval of out-of-state travel for Debra Kleinsmith and Douglas Aukerman to travel to Charleston, South Carolina for an orientation trip with 50 NJROTC Cadets.

BACKGROUND:
This is an educational trip to visit the aircraft carrier USS Yorktown and Fort Sumter. All expenses for this trip will be paid by the NJROTC Booster Club.

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DISTRICT 5

LEONARD J. DIETZEN, III
BOARD ATTORNEY

MEMORANDUM

TO: Jerry Scarborough, Superintendent of Schools

FROM: Vickie Music DePratter, Chief Financial Officer

DATE: December 1, 2015

RE: Agenda Item for December 15, 2015, Regular Board Meeting

RECOMMENDATION:

The Superintendent recommends approval of the Suwannee County School Board Internal Accounts Audit for fiscal year end June 30, 2015.

BACKGROUND:

The internal funds audit was conducted by Collins & Company, CPAs. An unqualified audit opinion was issued on the report for fiscal year 2014-2015. An unqualified audit opinion is the best opinion that can be issued and means that the financial statements are presented fairly in all material respects.

All findings cited in the report have been addressed and compliance review by appropriate school staff is ongoing.

A copy of the report was provided to Board members via email, and hand delivery will be made at the December 15, 2015, regular meeting.

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LEONARD J. DIETZEN, III
BOARD ATTORNEY

MEMORANDUM

TO: Jerry A. Scarborough, Superintendent of Schools

FROM: Vickie Music DePratter, Chief Financial Officer

THRU: Janene Fitzpatrick, Assistant Superintendent of Instruction

DATE: December 7, 2015

RE: Agenda Item for December 15, 2015, Regular Board Meeting

RECOMMENDATION:

The Superintendent recommends approval and certification of the following:

- **2015-2016 Class Size Reduction Compliance Plan**

BACKGROUND:

Suwannee District Schools failed to meet class size compliance per the October 2015 FTE survey. In accordance with Section 1003.03(4)(e), F.S., the District has developed a plan which will bring the District into compliance for the 2016-2017 fiscal year. Certification of this plan by the school board is required in order to submit it to the Commissioner of Education.

2015-2016 Class Size Reduction Compliance Plan

For each school not in compliance with class size requirements pursuant to section 1003.03, F.S., this template may be used to submit a brief explanation of the school's plan to meet class size requirements for the October 2016 FTE student survey. In order to participate in the restoration calculation authorized in section 1003.03(4)(e), F.S., plans must be submitted by February 1, 2016. Class size reduction implementation strategies listed in sections 1003.03(3) and (5), F.S., may be considered, in addition to strategies not listed in statute, in order to meet class size requirements. This template may be duplicated as necessary to accommodate the number of schools for which plans are being submitted. The compliance plan must be certified by the school board or the charter school's board of directors. The signature below acknowledges your approval of the compliance plan.

_____

Signature of District School Board or Charter Board of Directors Chair or Designee Approving Plan

District Name: **Suwannee County Schools** District Number **61**

School Name **Suwannee Elementary School** School Number **0060**

Summary of School's Plan This year, Suwannee Elementary School is the only school in our district to be over the Class Size Reduction (CSR) limit. For 2014-2015, all three of our four elementary schools were over the cap. In order to comply with CSR, principals attended college job fairs and made contact earlier with potential recruits. Also, all elementary schools in Suwannee County were converted to schools of choice. Digital curriculum was put in place for Language Arts and mathematics which can qualify the classrooms as blended classrooms, however the proportion of time online is still relatively small, so we did not take that step.

Although we've made progress with all elementary schools, Suwannee Elementary still struggles with filling vacant positions and retaining new hires. Our small rural county hired over 16 elementary teachers for 2015-2016 alone. This quickly depleted the small pool of available candidates. At least two teachers that accepted positions during the summer took jobs in other districts. Several qualified potential candidates cancelled interviews once learning of the District's health insurance costs. Suwannee Elementary had four positions left unfilled at the beginning of the school year. Shortly after the beginning of the school year, within the first month, they lost yet another teacher. Our District is dedicated to stability for children of this age and will not rearrange classes once school begins.

The District is working diligently on a plan to recruit and retain teachers in the elementary schools. We're exploring the possibility of hiring interning teaching candidates. The superintendent has made retention and recruiting the topic of his NEFEC Board of Directors Leadership Development Program. He has also directed the reinstatement of a District teacher cadet program to help grow teachers from within our schools. We have expanded

our Suwannee Virtual School to provide yet another option, and we've increased the number of computers in each classrooms to work toward providing more blended options that will help us be within the guidelines of the law.

2015-2016 Class Size Compliance Plan Certification

This plan was approved and certified by the Suwannee County School Board, acting in regular session, on December 15, 2015.

_____

Ed daSilva, Chairman

_____

Jerry A. Scarborough, Superintendent of Schools

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DISTRICT 5

LEONARD J. DIETZEN, III
BOARD ATTORNEY

MEMORANDUM

TO: Jerry Scarborough, Superintendent of Schools

FROM: Vickie Music DePratter, Chief Financial Officer

DATE: December 4, 2015

RE: Agenda Item for December 15, 2015, Regular Meeting

RECOMMENDATION:

The Superintendent recommends approval of the following resolution:

#2016-06R RESOLUTION AUTHORIZING THE GRANTING OF A PETITION TO RELEASE THE DISTRICT'S CERTAIN MINERAL RIGHTS TO OXFORD HEIRS THAT MAY BE RETAINED PURSUANT TO STATUTE AND AUTHORIZING THE EXECUTION OF ALL NECESSARY DOCUMENTS BY THE DISTRICT; APPROVING THE FORM OF THE RELEASE OF MINERAL RIGHTS; AND PROVIDING AN EFFECTIVE DATE (New)

BACKGROUND:

The District is requested to release all rights to property which was conveyed to L. C. Oxford by deed in 1958. The owners of this property have encountered a cloud in the title due to the certain rights not having been released in their entirety. This resolution and accompanying quit claim deed will clear the cloud in the title for the owners.

This resolution has been reviewed and approved by Board Attorney, Leonard Dietzen.

SCSB 2016-06R

RESOLUTION AUTHORIZING THE GRANTING OF A PETITION TO RELEASE THE DISTRICT'S CERTAIN MINERAL RIGHTS TO OXFORD HEIRS THAT MAY BE RETAINED PURSUANT TO STATUTE AND AUTHORIZING THE EXECUTION OF ALL NECESSARY DOCUMENTS BY THE DISTRICT; APPROVING THE FORM OF THE RELEASE OF MINERAL RIGHTS AND PROVIDING AN EFFECTIVE DATE.

WHEREAS, on or about November 15, 1958, the Board of Instruction of Suwannee County, Florida, (the Board) the governing body of the School District of Suwannee County, Florida (District) entered into a sales agreement with L. C. Oxford of the County of Suwannee, Florida wherein L.C. Oxford bought a parcel of land in the amount of approximately 35 acres as more particularly described in the deed from the Board to Oxford. The sale is reflected in a deed dated November 15, 1958.

WHEREAS, on November 20, 2015, the Board received a Petition pursuant to Chapter 270. 11 (3) Florida Statutes from the L. C. Oxford's Heirs (the Petition). The Petition attached a copy of the deed of the transaction in 1958, and it appears that the Board intended to deed all interest in the real property to L. C. Oxford.

WHEREAS, the District has discretion to release any reserved interest in the deeded property pursuant to Section 270.11(3) Florida Statutes (2015).

BE IT RESOLVED BY THE SCHOOL BOARD OF THE SCHOOL DISTRICT OF SUWANNEE COUNTY, FLORIDA, as follows:

SECTION 1. AUTHORITY FOR THIS RESOLUTION: This Resolution is adopted pursuant to the provisions of Section 270.11 (3) Florida Statutes (2015).

SECTION 2. THE GRANTING OF PETITION. The District hereby grants the Petition for release of mineral rights pursuant to Section 270.11 (3) Florida Statutes (2015).

SECTION 3. RELEASE OF MINERAL RIGHTS. To the extent that the District has any mineral rights to the property at issue, the District is hereby authorized to release to L. C. Oxford's heirs or legal representative and the Chair or Vice Chair of the District (the Chair) and the Superintendent of the District (the Superintendent), as ex officio Secretary of the Board, are authorized to execute on behalf of the District all documents that may be necessary to implement the Granting of the Petition to Release Mineral Rights (the Petition).

SECTION 4. FURTHER AUTHORITY. The Chair, the Superintendent and other appropriate District officers are hereby authorized and directed to take such other actions and execute and carry out such agreements and instruments as may be necessary or useful to close the Agreement.

SECTION 5. REPEAL OF INCONSISTENT PROVISIONS. All resolutions or parts thereof in conflict with this Resolution are hereby repealed to the extent of such conflict.

SECTION 6. SEVERABILITY. In the event that any portion or section of this Resolution is determined to be invalid, illegal or unconstitutional by a court of competent jurisdiction, such decision shall in no manner affect the remaining portions or sections of this Resolution shall remain in full force and effect.

SECTION 7. EFFECTIVE DATE. This Resolution shall take effect immediately upon its passage and adoption.

PASSED, APPROVED AND ADOPTED this 15th day of December, 2015

SCHOOL BOARD OF THE SCHOOL DISTRICT OF SUWANNEE COUNTY, FLORIDA

(SEAL)

By:_____
Ed daSilva, Chairperson

ATTEST:

_____
Jerry A. Scarborough, Superintendent

8539984.1

THIS INSTRUMENT PREPARED BY:
JOHN H. PARKER, III
SUWANNEE VALLEY TITLE SERVICES, INC.
POST OFFICE BOX 1563
LIVE OAK, FLORIDA 32064

QUIT CLAIM DEED

THIS QUIT CLAIM DEED, Executed this _____ day of December, 2015, by the SUWANNEE COUNTY SCHOOL BOARD, f/k/a the BOARD OF PUBLIC INSTRUCTION OF SUWANNEE COUNTY, FLORIDA, whose post office address is 702 Second Street, Live Oak, Florida 32064, grantor, to LENNIS C. OXFORD, JR., whose post office address is 552 Lacabana Beach Drive, Las Vegas, Nevada 89138, BRENDA SUSAN CUNNINGHAM, whose post office address is 109 Downing Drive, Oak Ridge, Tennessee 37830, and CHARLES DAVID OXFORD, whose post office address is 110 Southeast 2nd Place, Crystal River, Florida 34429, grantees,

WITNESSETH, That the said grantor, for and in consideration of the sum of One and No/100 Dollar ($1.00), in hand paid by the said grantees, the receipt whereof is hereby acknowledged, does hereby remise, release and quit claim unto the said grantees, and grantees' heirs and assigns forever, all the right, title, interest, claim and demand which the said grantor has in and to the following described lot, piece or parcel of land, situate, lying and being in Suwannee County, Florida, to-wit:

The SW 1/4 of the SW 1/4 of Section 28, Township 1 South, Range 12 East, Suwannee County, Florida, LESS AND EXCEPT the West 585.00 feet of the South 380.00 feet thereof.

THIS CONVEYANCE IS MADE PURSUANT TO SECTION 270.11 (3), FLORIDA STATUTES, TO RELEASE THE MINERAL AND PETROLEUM INTEREST AND RIGHT OF ENTRY RESERVED TO THE SUWANNEE COUNTY BOARD OF PUBLIC INSTRUCTION (NOW THE SUWANNEE COUNTY SCHOOL BOARD) IN THAT CERTAIN DEED FROM THE BOARD OF PUBLIC INSTRUCTION OF SUWANNEE COUNTY, FLORIDA, TO L. C. OXFORD, DATED NOVEMBER 15, 1958, AND RECORDED IN DEED BOOK 115, PAGES 491-492, AND RERECORDED IN DEED BOOK 128, PAGES 16-17, PUBLIC RECORDS OF SUWANNEE COUNTY, FLORIDA. THE GRANTEES HEREIN ARE THE HEIRS AT LAW OF THE SAID L. C. OXFORD, A/K/A LENNIS C. OXFORD, SR., DECEASED, AND HIS WIFE, SARAH LATRELLE OXFORD, DECEASED.

PARCEL IDENTIFICATION NUMBER: 28-01S-12E-09718000000

TO HAVE AND TO HOLD the same together with all and singular the appurtenances thereunto belonging or in anywise appertaining, and all the estate, right, title, interest, lien, equity

and claim whatsoever of the said grantor, either in law or equity, to the only proper use, benefit and behoof of the said grantees forever.

IN WITNESS WHEREOF, the SUWANNEE COUNTY SCHOOL BOARD has caused these presents to be executed the day and year first above written.

Signed, sealed and delivered
in the presence of:

SUWANNEE COUNTY SCHOOL BOARD

_____
Signature of witness

By:_____
ED da SILVA, Chairman

_____
Print or type name of witness

Attest: _____
JERRY A. SCARBOROUGH, Ex-Officio
Secretary and Superintendent of Suwannee
District Schools

_____
Signature of witness

_____
Print or type name of witness

STATE OF FLORIDA
COUNTY OF SUWANNEE

The foregoing special warranty deed was acknowledged before me this ____ day of December, 2015, by ED da SILVA, as Chairman, and JERRY A. SCARBOROUGH, as Ex-Officio Secretary and Superintendent of Suwannee District Schools of the SUWANNEE COUNTY SCHOOL BOARD, f/k/a the SUWANNEE COUNTY BOARD OF PUBLIC INSTRUCTION, who ___ are personally known to me or ____ have produced as identification the following: _____.

_____
Notary Public

(NOTARIAL SEAL)

_____
Print name of Notary Public
My Commission Expires:

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DISTRICT 5
LEONARD J. DIETZEN, III
BOARD ATTORNEY

MEMORANDUM

TO: Jerry A. Scarborough, Superintendent of Schools

FROM: Janene Fitzpatrick, Assistant Superintendent of Instruction

DATE: December 7, 2015

RE: Agenda Item for December 15, 2015, Regular Board Meeting

RECOMMENDATION:

The Superintendent recommends approval of the 2015-2016 District Improvement and Assistance Plan.

BACKGROUND:

In compliance with Title I Part A, all Districts are to have a District Improvement and Assistance Plan. A copy is available for review in the office of the Assistant Superintendent of Instruction.

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LEONARD J. DIETZEN, III
BOARD ATTORNEY

MEMORANDUM

TO: Jerry A. Scarborough, Superintendent of Schools

FROM: Janene Fitzpatrick, Assistant Superintendent of Instruction

DATE: December 7, 2015

RE: Agenda Item for December 15, 2015, Regular Board Meeting

RECOMMENDATION:

The Superintendent recommends approval of the 2015-2016 School Improvement Plans from the following District schools:

Suwannee High School
Suwannee Middle School
Suwannee Intermediate School
Suwannee Primary School
Suwannee Elementary School
Branford Elementary School
Branford High School
RIVEROAK Technical College
Suwannee Virtual School

BACKGROUND:

In compliance with Title I Part A, all schools are to have a School Improvement Plan. Copies are available for review in the office of the Assistant Superintendent of Instruction.

RIVEROAK
TECHNICAL COLLEGE

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

MEMORANDUM

TO: Jerry A. Scarborough, Superintendent of Schools

FROM: Walter Boatright, Jr., Director of Career, Technical & Adult Education

THRU: Janene Fitzpatrick, Assistant Superintendent of Instruction
Ted Roush, Assistant Superintendent of Administration

DATE: December 7, 2015

RE: Agenda Item for December 15, 2015, Regular Board Meeting

RECOMMENDATION:

The Superintendent recommends approval to accept the My Play-School Handbook for 2015-2016.

BACKGROUND:

The handbook contains program and course requirement information for the students and their parents who are enrolled in My Play-School.

My Play-School

2015 - 2016

Handbook

RIVEROAK TECHNICAL COLLEGE
415 SW Pinewood Drive
Live Oak, FL 32064
(386)647-4229

WELCOME!

Kim Thomas, Instructor/Director
Ginny Crews, Lead CDA Teacher, My Play-School
Ashley Kirby, Lead CDA Teacher, VPK
Marissa Lane, Lead CDA Teacher, VPK

Parents or Guardians:

Welcome to ***My Play-School.***

The RIVEROAK TECHNICAL COLLEGE has sponsored child care and education for preschoolers on its campus since 1967. We are excited about celebrating our 48th year.

My Play-School was developed to provide a model program for students who are enrolled in the Early Childhood Education program. This program provides learning experiences for those who want to work in preschools or other early childhood settings. The students are required to work in the center for a total of 480 hours to receive their certification.

Because ***My Play-School*** provides a learning experience for students, your child will be observed, videoed, and photographed for teaching purposes. All discussion of a child's behavior will be done for educational purposes in a professional manner.

We operate on an open door policy. If you ever have any questions or concerns, please let us know. We will be glad to help.

We thank you for allowing us to join with you in providing for the caring, educating, and nurturing of your developing child.

This institution is in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1976, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, which prohibits discrimination on the basis of race, creed, color, age national origin, sex or disability.

What is a high quality early childhood program?

A high quality early childhood education program provides a safe and nurturing environment while promoting the physical, social, emotional, and intellectual development of young children.

What you see:

1. Frequent positive, warm interactions among adults and children.

2. Planned learning activities appropriate to children's age and development, such as block building, painting, reading stories, dress-up, and active outdoor play.

3. Specially trained teachers.

4. Enough adults to respond to individual children.

5. Varied age-appropriate materials.

6. A healthy and safe environment for children.

7. Nutritious meals and/or snacks.

8. Regular communication with parents, who are welcome visitors at all times.

9. Effective administration.

10. Ongoing, systematic evaluation.

PROGRAM OVERVIEW

MISSION

The mission of *My Play-School* is to provide the highest quality educational program for children ages 3-5 in a laboratory school setting for training child care teachers.

PURPOSE

The purpose of *My Play-School* is to provide a model laboratory child care center for training high school and adult students who are currently enrolled in the Early Childhood Education (ECE) program and working towards the requirements for a Early Childhood Professional Certificate (ECPC) formally Child Development Associate Equivalency (CDAE) at *RIVEROAK TECHNICAL COLLEGE*. The students enrolled in ECE are required to work at least 480 hours in *My Play-School*. All students are required to follow Family and Children's Services requirements for Child Care Workers including background check, Affidavit of Good Moral Character, and Child Abuse check.

CURRICULUM OVERVIEW

The curriculum includes activities that develop the whole child. They stimulate social, emotional, physical, and intellectual growth within a child. We help the children learn how to learn and to become increasingly responsible for their own behavior. Curriculum activities are selected based on themes and the needs of the child from a variety of researched-based curricula such as *Doors to Discovery*. The primary VPK curriculum is DLM Early Childhood Express. The State of Florida directs the competencies the children are to achieve in the VPK classroom.

PHILOSOPHY

Children learn by doing. At *My Play-School* we understand this and provide hands-on learning activities. The children are encouraged to use decision making skills. They learn through experiences that they help create. These experiences encourage creative thinking and cooperative behavior as a part of learning. The school experience fosters a love of learning. Teachers maintain a positive attitude about the school experience for children and discipline is practiced as a learning experience for the child.

PROGRAM DESCRIPTION

PRESCHOOL PROGRAM

The Preschool program includes free choice activities, teacher-directed activities, and creative experiences in language arts, music, dance, art and crafts. The teaching concepts in reading, math and science are part of play/work, with emphasis on language and the creative abilities of the child. The educational goal is to help children learn to learn, become increasingly responsible for their own behavior, and to enhance their self-esteem. The preschool program is a safe, gentle environment where children are free to grow and explore. ALL children MUST be signed-in before 8:30am. We are not a babysitting service, we are an educational lab school; therefore, we have an 8:30am cut-off arrival time. This allows the children to get the educational advantages of our program.

SCHEDULE

7:30 - 8:45	Children Filter In (Free Play)
8:30	**Cut-off Time for Children**
8:45 - 9:15	Clean-up Time/Restroom/Snack
9:15 - 9:45	Large Circle Time
9:45 - 10:45	Activity Time (Small Group)
10:45 - 11:30	Outside Play Time
11:00 - 11:30	HALF DAY CHILDREN ARE PICKED-UP
11:30 - 11:40	Restroom
11:45 - 12:30	Lunch
12:30 - 1:00	Restroom / Rest Time
12:45 - 2:30	Naptime
2:35 - 3:15	Restroom/Afternoon Snack
3:15 - 4:30	Afternoon Activities
4:30 - 4:45	Clean-up/Afternoon Pick-ups

VPK SCHEDULE

8:00	Pick-up from *My Play-School*
8:10 - 8:30	Good Morning Songs Pledge/Patriotic Song
8:30 - 9:00	Circle Time Curriculum/Skills
9:00 - 9:20	Snack/Bathroom
9:30 - 10:30	Activity Time
10:30 - 11:15	Outside Play

My Play-School will be closed on the following dates:

September 01, 2015	Professional Development Day
September 07, 2015	Labor Day
October 07, 2015	Professional Development Day
October 23, 2015	Teacher Work Day
November 04, 2015	County PD Day
November 11, 2015	Veteran's Day
November 23-27, 2015	Thanksgiving Break
December 02, 2015	Professional Development Day
December 21-31, 2015	Winter Break
January 01, 2016	Winter Break
January 15, 2016	Teacher Work Day
January 18, 2016	MLK Holiday
February 03, 2016	Professional Development Day
February 15, 2016	President's Day
March 02, 2016	Professional Development Day
March 21 - 25, 2016	Spring Break
April 01, 2016	Teacher Work Day
May 04, 2016	Professional Development Day
May 30, 2016	Memorial Day

The center is not charging fees for these holidays.

We will be CLOSED on Professional Development Days and Teacher Work Days. The students will be out of school, so we will be operating with a limited staff.

TEACHER WORK DAYS:

October 23, 2015
January 15, 2016
April 01, 2016

ATTENDANCE, FEES, RECORDS

ATTENDANCE REQUIREMENTS

My Play-School Lab

We urge regular attendance for all children. The transition from child to parent is easier when your child attends regularly. If your child is going to be absent, you should phone *My Play-School*, and let us know. THE WEEKLY FEE WILL BE CHARGED REGARDLESS OF THE CHILD'S ATTENDANCE. If there is an extended absence (more than 5 consecutive days), please call. We can withdraw your child for that period.

VPK

VPK is a state funded program. Attendance is required. Children are allowed 3 undocumented absences per month. If a child has more than 27 absences during the school year, the child will be withdrawn. Parents are required to sign an Attendance Requirement Form upon admission to VPK. You will also be required to sign **Monthly Attendance Verification Form** after the end of each month.

ENROLLMENT PERIOD

My Play-School operates on Suwannee County Schools' calendar. All-Day and Half-Day children, including VPK, will start on Monday, August 17, 2015. The last day of school is Friday, June 02, 2016.

HOURS

My Play-School and VPK are open Monday through Friday. All-day programs operate from 7:30 a.m. to 4:45 p.m. Half-day programs operate from 7:30 a.m. to 11:30 a.m. My Play-School children MUST be signed-in before 8:30am. **We will not accept children after 8:30am!!** Do not drop your child off before the designated time; we are trying to set-up for the day. **ALL children MUST be picked-up before 1:00 on Early Release Days!!**

LATE PICK-UP

My Play-School

If your child is a Half-Day Child (7:30-11:30a.m.) and you are 15 minutes late picking your child up, your child will be rolled over to an All-Day Child and fed lunch. You will be charged $12.00 for the day. If your child is and All-Day Child and is not picked-up by 4:45 p.m., you will be charged $1.00 per minute after the scheduled pick-up time. This fee must be paid at the arrival time when picking up your child! In the event of an emergency that will cause you to be late picking up your child, please phone us as soon as you are able so that special arrangements can be made regarding the welfare of your child. The director will suspend attendance of any child when lateness is a regular occurrence.

VPK

If your child attends VPK (8:00-11:30 a.m.) and you are 15 minutes late picking up your child, your child will be charged an Extended Day Fee of $12.00. This fee must be paid at the arrival time when picking up your child! If your child is an Extended-Day child and is not picked up by 4:45 p.m., you will be charged a $1.00 per minute after the scheduled pick-up time. This fee must be paid at the arrival time when picking up your child. In the event of an emergency that will cause you to be late picking up your child, please phone us as soon as you are able so that special arrangements can be made regarding the welfare of your child. The director will suspend attendance of any child when lateness is a regular occurrence.

FEES

There is a non-refundable $30.00 registration fee due at the time of enrollment.
ALL-DAY - $18.00 a day, this includes 2 snacks and lunch
HALF-DAY - $10.00 a day, this includes a morning snack
VPK - FREE
VPK Extended Day - $12.00 a day, this includes lunch and afternoon snack
*****NOTE***** Tuition will be due every two weeks according to attached FEE SCHEDULE. A late charge of $2 per day will be charged up to five days. Your child will be withdrawn from the program on the sixth school day. Before your child can re-enter, you will be responsible for paying another registration fee along with the fees owed.

We accept Visa, MasterCard, checks or cash. All checks have to have a phone number along with a physical address. No PO Box number accepted.
There is a fee for all returned checks.

UNSCHEDULED DAYS

Unscheduled days for child care are limited to space availability. We will gladly try to provide this additional service for parents with emergencies or unscheduled events that require additional child care.

ENROLLMENT UPDATE

Near the end of the school year, you will be asked to respond to a questionnaire regarding your child's continued enrollment for the next year. A prompt response will be expected.

RECORD UPDATE

Any changes in address or telephone numbers must be reported to *My Play-School* as well as other pertinent changes. Any changes in authorized pick-up persons must be confirmed in advance.

THINGS YOUR CHILD WILL NEED AT SCHOOL

*An extra set of clothes (seasonal)
*Blanket/Small Pillow for Rest time (All Day Children)

LABEL EVERYTHING WITH YOUR CHILD'S NAME FOR EASY RECOGNITION.

We are having a problem with children bringing personal toys to school. While this may not be a problem for every family, a school rule to prohibit personal toys at school is necessary. Exceptions will be made for lovables such as blankets, stuffed animals, and pillows used to comfort the child during rest time or at very low moments of his or her day. Once a week on a designated day, a Share Day will be scheduled to provide children the opportunity to bring a toy to school to share. You will receive a memo when Share Day will start and on what day.

When a child brings a toy to school, a number of problems arise. **First**, sharing becomes a very difficult process. **Second**, the toy can often set the tone for the child's involvement or lack of involvement in school for that day. **Third**, the toy may be broken or lost.

Please feel free to speak to us about special items that may be brought for Show and Tell. Your cooperation in this matter is greatly appreciated.

DISCIPLINE POLICY

When the term **discipline** is used, we are specifically referring to a process of **teaching** and not punishing. Teaching in the context of discipline suggests that we are helping the young child to understand what is acceptable and what is unacceptable about his/her behavior as well as to help the child behave in a positive manner. *My Play-School's* philosophy is to make school a successful experience where children are praised for their good behavior and made to feel good about themselves. Discipline is teaching the child to think about his/her feelings and learn to control his/her actions. Children are encouraged to express their feelings, both positive and negative (love, hate, aggression), in constructive ways.

Time out is used to modify aggressive behavior. Staff is required to use this method to help the young child learn to control his behavior. We believe that the omission of this method will reinforce the aggressive behavior. In serious cases, parents will be required to have a conference with us to help resolve problems.

Time Away (time out) - Designated places (not always a chair, sometimes the arms of the teacher). We will try to be consistent about the place/chair that is used. The child will not receive threats nor be humiliated about this experience. It is largely the teacher's responsibility to make sure that the experience is working well for each child. That is, the teacher may have to insist that the child remains in time away or time out against his/her will.

No physical punishment is administered. Corporal punishment, using physical pain to discipline, is prohibited. Children will not be subjected to discipline or punishment which humiliates. Discipline is not associated with food, rest, or toileting. Spanking or any other form of physical punishment is strictly prohibited. Teachers are not allowed to shake, jerk, or push children with force.

Caution to our parents: Please do not attempt to spank your child while on our campus. This is likely to create, in the child, the thought that adults at school will spank him too. We would prefer that you learn the techniques that we use and help to reinforce them. *My Play-School* staff is committed to extending efforts to guide the social and emotional development of all children served. Occasionally, behavior problems will reach a level that makes the school day stressful for a young child. A form will be used to document unusual behavior that will require specific communication with the child's parent(s). In most cases, a conference with parents will be requested. Parents may be contacted and asked to remove their child for the remainder of the day.

HEALTH AND SAFETY

EMERGENCY EXITS

Please observe the fire evacuation signs posted by both doors of the center. We practice monthly fire, bomb, tornado, and lock-down drills. We will be located south of the playground next to the greenhouse during fire and bomb drills. We will be in the LAB during lock-down and in Student Services during tornado drills. For all fire and bomb drills, entrance streets will be CLOSED. During a lock-down, please do not stay on campus! **Children WILL NOT be released during a lock-down.** Go to a safe zone (Publix) and call us (MPS 647-4229 or VPK 647-4226). Being on campus, during a lock-down is NOT safe for you.

ILLNESS AND MEDICATION

A sick child should remain at home; for the well-being of your child (give him/her time to recover) and to protect the other children at *My Play-School*. According to Florida's Child Care Standards (65C.22.004), children in care shall be observed on a daily basis for signs of communicable disease. Any child, child care personnel or other person in the child care facility suspected of having a communicable disease shall be removed from the facility or placed in an isolation area until removed. Such person may not return without medical authorization, or until the signs and symptoms of the disease are no longer present (24hrs.). With a child, the condition shall be reported to the custodial parent or legal guardian. Signs and symptoms of a suspected communicable disease include the following:

1. Severe coughing or make a whooping sound,
2. Difficult or rapid breathing,
3. Stiff neck,
4. Diarrhea and/or Vomiting (more than one abnormally loose stool or vomiting with a 24 hour period),
5. Temperature of 101 degrees Fahrenheit or higher when in conjunction with any other signs of illness,
6. Conjunctivitis (pink eye),
7. Exposed, open skin lesions,
8. Unusually dark urine and /or gray or white stool,
9. Yellowish skin or eyes, or
10. Other unusual sign or symptom of illness.

If any medicine is brought to the school to be administered, you **MUST** complete a School Authorization Form for Medication. Prescription and non-prescription medication brought to *My Play-School* by the custodial parent or legal guardian must be in the original container. Prescription medication must have a label stating the name of the physician, child's name, name of the medication, and medication directions. All medicines must have child resistant caps. All medicines are stored separately and locked or placed out of a child's reach.

HEALTH HISTORY

Please advise one of the Instructors (not an ECPC student) of injuries or situations that will require additional precautions at school.

FIRST AID

All staff members have Basic First Aid Certification and CPR. A First Aid Kit is kept in the cabinet above the sink in the kitchen. It is clearly marked with a red cross. The following is kept on hand at *My Play-School* in our First Aid Kits:

sterile gauze pads and rolls	tweezers	Disposable latex gloves
isopropyl alcohol	band-aids or equivalent	adhesive tape
thermometer (ear)	absorbent cotton	Pre-moistened wipes
cotton balls or applicators	scissors	an approved first aid manual

In the event that a child is involved in an accident causing physical injury at school, *My Play-School* staff will notify the parents, in writing, of the specifics of the accident and the nature of the injury. In the case of serious injury, an Instructor will evaluate the situation and notify parents immediately of any concerns.

In the case of an injury which the staff believes warrants professional medical attention, every effort will be made to contact the child's parents. Parents are strongly advised to keep the staff aware of their locations, especially when they deviate from their normal routines.

TOILETING ISSUES

All children entering *My Play-School* MUST be completely potty trained!! If a child has more than three toilet accidents in a 2 week period, they will have to be removed and may re-enter My Play-School after re-training is completed. These accidents may include constant wetting during naptime. Our students ARE NOT allowed to change or clean a child after a toilet accident. You, the parent, may receive a phone call from the staff to come and clean your child. You may not have to remove the child unless the child has a case of diarrhea. We, the staff, strongly encourage you to check your child after leaving the school to make sure that his/her bottom is clean so that they may not become chaffed or chapped. NO pull-ups are permitted.

SOILED CLOTHES

When preschool children have toileting accidents, the soiled clothes are not washed at school. They are placed in a plastic bag and stored in the container marked soiled clothes. A note will be placed in the parent's box to notify them.

CLEANING CUBBIES

At least once each week the cubbies are disinfected and cleaned. Please take all personal items (blanket/pillow, jackets) home on Friday so that cubbies may be cleaned Friday afternoon.

THE NUTRITION PROGRAM

MEALTIME

We provide the children with nutritious and well-balanced snacks and lunch. Snacks consist of at least two different food groups. Lunch consist of at least four different food groups.

We try to make eating time a very pleasant time. The student teachers sit with the children and eat with them. The children are allowed seconds and sometimes thirds. We do not force food on the children, but encourage them to taste it. We provide milk and 100% juice at lunch.

FOOD ALLERGIES

If your child has any food allergies, it is a MUST that you let us know. We keep a Food Allergies Notice on the refrigerator and in their file.

SPECIAL DIETS

If your child requires a special diet, see us so arrangements can be made.

BRINGING FOOD TO SCHOOL

On occasions parents are running late or in a hurry and the children need to bring their breakfast in, **make sure it is nutritious. Potato Chips, Little Debbie's, cookies, soft drinks and sugary juices do not count as nutritious.** **ALL breakfast items brought into the classroom must be approved by staff (not an ECPC student).** Inappropriate snacks will be returned to the parent. The other children can see what they are eating and they want it also.

The children DO NOT need to bring in their own snack, we provide it. We have also had problems with children bringing lunch boxes. We understand their reasoning for this but, PLEASE discourage this. The children think they have to eat their lunch instead of what is provided. This is not fair to the other children.

BIRTHDAY CELEBRATIONS

Most children like to celebrate their birthdays at school. If you would like your child to have a birthday celebration at school, please speak to us one week prior to his/her birth date.
We normally celebrate them during morning snack or afternoon snack depending on the child's schedule. Any food item brought in to share with the children must be purchased, not made at home.

COMMUNICATION BETWEEN STAFF AND PARENTS

DAILY COMMUNICATION

Communication between staff and parents is very important. Periodically, there will be Newsletters, Memos, Notices, and Announcements posted and in your mailbox. Check your mailbox daily.

CHECKING IN AND OUT

Parents are responsible for bringing their child into the school building and checking in. This will either be done by signing the sign-in sheet or using the computer. The parent then either escorts the child on in the center or tells them bye and a teacher will walk them in. When you pick up your child, be sure to check out either by signing the sign-out sheet or using the computer and let a teacher know you are taking your child. For the safety of your child you must adhere to this procedure.

It is policy to release you child only to designated parents, or persons listed in the child's file as approved by the parents to do so. Should someone other than the parent pick up the child, they must see one of the staff members for verification of approval for pickup and will be asked for proper identification.

REMEMBER....ALL CHILDREN FOR MY PLAY-SCHOOL MUST BE SIGNED-IN BEFORE 8:30 A.M.!!!

CLASSROOM CUBBIES AND MAILBOXES

Each child will have a cubby and a mailbox in the LAB. These should be checked daily for things to be taken home. For sanitation purposes, parents need to take their child's pillow and blanket home on Friday to be washed before returning them on Monday. Cubbies are disinfected and cleaned on Friday.

Mailboxes need to be checked daily. This is the most effective way for parents and staff to communicate.

CONFERENCES

Parents may request a conference with any of the staff members. You are not allowed to schedule one with the students alone. If there is a problem with any student, please see Mrs. Thomas. If a conference needs to be arranged, then the student, Mrs. Thomas and the parent will be present along with the school's counselor or principal. REMEMBER THESE STUDENTS ARE IN WELL-SUPERVISED TRAINING. **Students are NEVER permitted to Council, Advise, or Communicate (in place of staff) with parents.**

RIVEROAK
TECHNICAL COLLEGE

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

MEMORANDUM

TO: Jerry A. Scarborough, Superintendent of Schools

FROM: Walter Boatright, Jr., Principal/Director of Career, Technical, and Adult Education

THRU: Vickie Music DePratter, Chief Financial Officer
Janene Fitzpatrick, Assistant Superintendent of Instruction
Ted Roush, Assistant Superintendent of Administration

DATE: November 30, 2015

RE: Agenda Item for December 15, 2015, Regular Board Meeting

RECOMMENDATION:

The Superintendent recommends approval to offer a Certified Nursing Assistant (CNA) Program (120 hours) on site at Advent Christian Village, effective January, 2016.

BACKGROUND:

The purpose for offering this CNA program is to train and prepare post-secondary students for career opportunities in the medical profession while fulfilling a shortage of skilled medical staff, in the local area.

RIVEROAK
TECHNICAL COLLEGE

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

MEMORANDUM

TO: Jerry A. Scarborough, Superintendent of Schools

FROM: Walter Boatright, Jr., Principal/Director of Career, Technical, and Adult Education

THRU: Bill Brothers, Director of Human Resources
Vickie Music DePratter, Chief Financial Officer

DATE: November 30, 2015

RE: Agenda Item for December 15, 2015, Regular Board Meeting

RECOMMENDATION:

The Superintendent recommends approval for a part-time hourly Certified Nursing Assistant (CNA) Instructor. This position will not exceed 18 hours per week and will not require benefits. This position will be paid by WDIS Funds.

BACKGROUND:

This position is to provide a nursing instructor to teach the 120 hour CNA class located at Advent Christian Village.

SUWANNEE COUNTY SCHOOL BOARD

Serving The Children Of Our Community

702 – 2nd Street, NW • Live Oak, Florida 32064
Telephone: (386) 647-4600 • Fax: (386) 364-2635
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JERRY A. SCARBOROUGH
Superintendent of Schools

JERRY TAYLOR
DISTRICT 1

CATHERINE CASON
DISTRICT 2

JULIE ULMER
DISTRICT 3

ED DA SILVA
DISTRICT 4

RONALD WHITE
DISTRICT 5

LEONARD J. DIETZEN, III
BOARD ATTORNEY

MEMORANDUM

TO: Jerry A. Scarborough, Superintendent of Schools

FROM: Bill Brothers, Director of Human Resources

THRU: Elizabeth Simpson, Director of Student Services
Janene Fitzpatrick, Assistant Superintendent of Instruction

DATE: November 30, 2015

RE: Agenda Item for December 15, 2015, Regular Board Meeting

RECOMMENDATION:

Approval of the revisions to the 2015-2016 Master Inservice Plan developed by North East Florida Education Consortium.

BACKGROUND:

Please see the attached Endorsement Program.

NEFEC

Autism Spectrum Disorder Add-On Endorsement Program K-12 2015

A Cooperative Effort to Provide Professional Learning Options
To Participating Districts:

Baker, Bradford, Columbia, Flagler, Hamilton, Hernando,
Lafayette, Levy, Putnam, Suwannee, and Union

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Autism Spectrum Disorder Add-On Endorsement Program K-12

Rationale and Purpose

The Autism Spectrum Disorder Endorsement Program is designed to increase the level of knowledge, expertise, and understanding of educators working with K-12 students diagnosed with Autism Spectrum Disorder. The endorsement is intended to raise the awareness of the unique characteristics, emotional/social needs, and other challenges and issues related to students with Autism Spectrum Disorder and its range of pervasive developmental disorders that adversely affect functioning and result in the need for specially designed instruction and related services. It is designed to foster an understanding of policies and guidelines to ensure implementation of appropriate curriculum, differentiation, strategies, educational intervention, and support for this diverse population.

The North East Florida Educational Consortium (NEFEC) is comprised of small and rural school districts in the northeastern part of the state. The purpose of the Autism Spectrum Disorder Endorsement Program is to provide the NEFEC school districts with an alternative training program to reduce the number of out-of-field teachers in the area of K-12 students with Autism Spectrum Disorder and to develop a pool of qualified and fully endorsed teachers with this specialized focus. The option of completing the NEFEC districts' Autism Spectrum Disorder Endorsement Program is available for teachers in lieu of taking online courses made available through limited university options.

Specialization requirements for Endorsement in Autism Spectrum Disorder are mandated by the State Board of Education Rule 6A-4.01796. Instructors of students in kindergarten through grade 12 with 100 percent of their students identified as an eligible student with an autism spectrum disorder (ASD), either as a primary or secondary exceptionality, will need to be certified in an exceptional student education area and have an endorsement in autism spectrum disorders.

Additional information about Autism Spectrum Disorder can be found at the FLDOE website: http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/autism-spectrum-disorder-asd.stml

The district add-on endorsement is designed for teachers who currently hold a bachelor's or higher degree with certification in any exceptional student education area.

While there are relatively few teachers of students with ASD in the participating districts who are designated out-of-field currently, by 2020 approximately 150 teachers will need to earn ASD Endorsement.

DISTRICT	# of teachers who currently need ASD endorsement	Projected # of teachers who will need ASD endorsement through 2020	# of students with ASD currently enrolled	Projected # of students with ASD to be enrolled in 2020
Baker	4	8	28	35
Bradford	10	3	41	46
Columbia	1	2	73	103
Flagler	7	3	136	145
Hamilton	0	1	15	20
Hernando	25	100	196	260
Lafayette	2	2	4	4
Levy	0	2	52	60
Putnam	2	25	133	170
Suwannee	1	3	69	72
Union	2	2	29	40

Curriculum

Competencies

The competencies to be addressed in each course are stated as general and specific objectives within the components that are included in the Add-on Endorsement Program for Autism Spectrum Disorder. Each component has been developed in accordance with the requirements for the Master Inservice Plan. To be eligible to participate, a teacher must hold a professional certificate in any exceptional student education area. Participants must demonstrate increased competency in 80% of the course objectives and complete all required activities to receive credit for the component. Successful completion of the field-based experiences will be demonstrated through completion and submission of a comprehensive portfolio assessment.

These competencies were developed in 2003 to correspond to 6A-4.01796 Specialization Requirements for Endorsement in Autism Spectrum Disorder

(1) A bachelor's or higher degree with certification in any exceptional student education area; and

(2) Twelve (12) semester hours to include credit in each of the following areas:

(a) Nature of autism spectrum disorder and intervention strategies for educating students who have autism spectrum disorder to include student characteristics, appropriate learning goals, teaching approaches, environmental arrangements; and

1. Demonstrate knowledge of the major characteristics of autism spectrum disorders and the range of functioning level across all domains.
2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with autism spectrum disorders.
3. Explain the implications for the impact of autism spectrum disorders on the family and interaction of the student with autism spectrum disorders and the family.
4. Describe formal and informal strategies for assessment of the following domains: speech and/or language communication; social-emotional, psychomotor, and cognitive areas of development.
5. Describe the decision-making process for determining a communication and/or language system(s).
6. Describe strategies for conducting a functional assessment of adaptive and problem behaviors, including specific relationships between environmental events and the student's behavior.
7. Demonstrate ability to design behavior programs that include ecological, antecedent, and curricular components based on functional assessment.
8. Describe strategies to promote social interactions and learning in more inclusive environments, including regular education and community.
9. Design strategies for arranging the environment to promote opportunities to enhance communicative initiations and interactions; opportunities for appropriate play and leisure activities; self-regulation and self-control; and the establishment of increasing independence in all areas of functioning.
10. Demonstrate knowledge of current research trends, medical and educational issues, and programs in the field of autism spectrum disorders.

11. Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services).

(b) Use of assistive and instructional technology and natural, alternative, and augmentative communication systems for students with Autism Spectrum Disorder;

1. Demonstrate understanding of communication characteristics and deficits of students with autism spectrum disorder.

   - Limited communication;
   - Limited joint attention;
   - Communicative functions; and
   - Unconventional forms of communication.

2. Design strategies for alternative methods of communication.

   - Picture systems such as picture exchange communication system (PECS) and communication boards;
   - Symbol representation hierarchy; and
   - Literacy related supports.

3. Demonstrate understanding of different interventions for communication.

   - Traditional, to include verbal behavior and discrete trial training;
   - Naturalistic, to include incidental learning and pivotal response;
   - Social interventions, such as social stories and comic strip conversations; and
   - Engineering the environment.

(c) Behavior management and positive behavior supports for students with Autism Spectrum Disorder;

1. Demonstrate understanding of person centered planning.

2. Design strategies for developing comprehensive behavioral intervention plans.

   - Prevention of behaviors;
   - Replacement behaviors;
   - Changing responses; and
   - Lifestyle interventions based on data from functional behavior assessment.

3. Demonstrate understanding of core deficits (communication and social) to behavior.

   - Social stories;
   - Functional communication;
   - Common misconceptions of behavior; and
   - Social skills training.

4. Demonstrate understanding of applied behavior analysis principles.

   - Reinforcement;

- Prompting
- Shaping
- Fading and
- Task analysis.

(d) Assessment and diagnosis of Autism Spectrum Disorder; and

1. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation.

   - Characteristics for determining eligibility;
   - Autism-specific instruments such as the Autism Diagnostic Observational Schedule, Second Edition (ADOS-2), Autism Diagnostic Interview – Revised (ADI-R); and
   - Recommendations for educational programming/IEP development.

2. Describe strategies for conducting ongoing classroom based assessments as well as data-based decision making and program development.

   - Portfolio assessment;
   - Curriculum-based measurement (CBM) and assessment (CBA);
   - Data interpretation; and
   - Using assessment to determine present levels of performance.

Specialization/Professional Studies

Specialization requirements for the Autism Spectrum Disorder Endorsement follow and are listed at: https://www.flrules.org/gateway/ruleNo.asp?id=6A-4.01796

(1) A bachelor's or higher degree with certification in any exceptional student education area; and,

(2) Twelve semester hours to include:

(a) Nature of autism spectrum disorders (to include student characteristics, appropriate learning goals, teaching approaches, environmental arrangements, etc.);

(b) Use of assistive and instructional technology and natural, alternative and augmentative communication systems for students with autism spectrum disorders;

(c) Behavior management and positive behavior supports for students with autism spectrum disorders;

(d) Assessment and diagnosis of autism spectrum disorders; and,

(e) Field-based experience with students with autism spectrum disorders.

The professional education competencies specific to autism spectrum disorder are addressed in the specialized courses that the Add-On Endorsement Program for Autism Spectrum Disorder requires.

The inservice courses will model the instructional strategies to be used to teach students with ASD in the K-12 program and include a variety of teaching modes, materials, media, and technologies, appropriate to the subject area(s) of the individual teachers participating. In addition, the

inservice courses will incorporate scientifically based research on teaching students with ASD in K-12 programs. Finally, the courses will include strategies for developing cooperative working relationships with other teachers, agencies, and parents.

Florida requires that all curricula taught in the public schools in this state are aligned to the Florida Standards http://www.flstandards.org/. The standards include access points for students with cognitive disabilities; these access points are useful for students with ASD.

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

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

C. Nationally Recognized Guidelines

Data on nationally recognized guidelines have been culled from various sources in Florida, California, and Virginia. Currently, a comprehensive review of literature conducted by the State of Virginia indicates six competencies upon which autism spectrum disorder certification and/or endorsement processes appear to be based nationwide. These six competencies include:

1. General Autism Spectrum Disorder, which addresses basic information regarding what the diagnosis of ASD means;
2. Intervention Development, which addresses planning for appropriate assessment and program planning for individuals with ASD;
3. Communication, which focuses on one of the primary diagnostic areas of need for ASD;
4. Social Skills, which focuses on one of the primary diagnostic areas of need for ASD;
5. Positive Behavior Support, which focuses on determining messages behind behaviors, and developing positive plans to teach new skills; and
6. Sensory Motor Development, which addresses the needs of some individuals with ASD to have sensory motor supports.

The NEFEC ASD Add-on Endorsement Program addresses these competencies within the courses proposed and uses instructional strands and specific objectives developed in part by the existing Add-on Endorsement Programs offered by The School District of Miami-Dade County, The School District of Pasco County, The School District of Volusia County, and The School District of St. Johns County, as well as state-approved programs in the states of Virginia and California. The Jacksonville chapter of the Center for Autism Related Disabilities (CARD) has provided input and support for this program through consultation and continues to offer assistance for trainings. As research continues, appropriate modifications to coursework herein will be made to ensure students are prepared commensurate with the current body of knowledge. Any program and/or content modifications will be submitted for approval to the Florida Department of Education as required.

Instructional Design and Delivery

There are four modules in the Autism Spectrum Disorder Endorsement which cover assessment, diagnosis, behavior analysis, positive behavior supports, assistive technology, communication systems, and field experience. Participants must complete all four modules; however, the facilitator may decide to assign the field-based experience to coincide appropriately during the delivery of the first three modules. This structural decision will be left to the facilitator as he/she has the authority to make instructional decisions in the best interest of the participants for their learning.

There are four modules: 1. Nature and Needs, Assessment, and Diagnosis; 2. Applied Behavior Analysis and Positive Behavior Supports for Students with ASD; 3. Assistive/Instructional Technology and Natural/Alternative/Augmentative Communication Systems; and 4. Field-Based Experience with Students with ASD. Each module includes sessions that contain agendas, PowerPoint presentations, trainer notes, materials, and resources. These modules were designed to be offered through a combination of hybrid or face-to-face facilitation.

Instructional Strands

ASD: Nature, Assessment, and Diagnosis	**Applied Behavior Analysis and Positive Behavior Supports for Students with ASD**	**ASD: Assistive Instructional Technology and Alternative/Augmentative Communication Systems**	**Field-Based Experience with Students with ASD**
1. Characteristics of ASD 2. Assessment and diagnosis 3. Individual learning goals, IEP, curricula 4. Teaching methodologies	1. Behavior, communication, sensory, and social issues in ASD 2. Basic behavioral principles 3. Preference and reinforcer assessment methodology 4. Evidence-based instructional methodologies and strategies 5. Acquisition goals, data collection, and graphic analysis 6. Behavior definitions and functions of behavior 7. Important issues with functional behavioral assessment	1. Supporting communicative and language competence 2. Continuum of approaches to assessment and intervention 3. Functional, expressive, and receptive communication 4. Augmentative and alternative communication (AAC) strategies 5. Integrating verbal and nonverbal forms of communication	1. Curriculum and instruction/individualized educational services and supports 2. Inclusion with typical peers 3. Supporting play/leisure and creativity 4. Family support and partnerships 5. School and community partnerships 6. Professional literacy and leadership

	8. Determining appropriate interventions for positive behavior intervention plans 9. Treatment integrity 10. Reduction goals, data collection, and graphic analysis		

Instructional Delivery

The coursework will include classroom and field experiences. Detailed courses of study for each course include content and methodological strategies. Because of the scope and intensity of this program, courses will be scheduled over an extended period to allow sufficient time for assimilation of information, methodology, and unique skills application or implementation. The curriculum has been designed to prepare teachers to utilize instructional strategies for teaching students with ASD in their classrooms and to document their application as part of a comprehensive portfolio.

Training Components

NATURE AND NEEDS, ASSESSMENT, AND DIAGNOSIS OF STUDENTS WITH ASD

COMPONENT IDENTIFIER NUMBER: **1-100-004**

Minimum/Maximum Inservice Points: **60/60**

GENERAL OBJECTIVE:

This component is designed to enable the participant to identify characteristics associated with Autism Spectrum Disorder (ASD), to understand current trends and methodologies used in the instruction of those students, and to become familiar with current formal and informal assessments used in diagnosis and instructional planning.

SPECIFIC OBJECTIVES:

Upon completion of this component, participants will be able to:

1. Describe the current understanding of the etiology and prevalence of ASD.
2. Identify characteristics within ASD with specific reference to communication, sensory responses and needs, stereotypical behaviors, socialization and social skill development.
3. Identify diagnostic criteria for Autism Spectrum Disorders per the most recent version of the Diagnostic and Statistical Manual.
4. Identify eligibility criteria for ASD as defined by the most recent version of the Diagnostic and Statistical Manual, and the definition/description used by The Florida Department of Education.
5. Compare and contrast the state's eligibility criteria for ASD with the most recent version of the Diagnostic and Statistical Manual.
6. Understand the history of the disorder in terms of its identification and intervention.
7. Describe potential courses of development and outcomes in individuals with ASD from infancy to adulthood (joint attention, imitation, failure to use gestures, failure to use symbols).
8. Describe the needs of students with ASD based on characteristics of the disorder and ways to incorporate this knowledge into a comprehensive and adaptive program.
9. Describe the range of possible behaviors across the lifespan.
10. Assess and identify the learning styles and uneven profiles observed in individuals with ASD.
11. Identify intervention/support strategies based on individual strengths and needs as they relate to learning.

12. List behaviors that could indicate the presence of a mental health or disability disorder.
13. Understand the challenges that IEP team members have to address when determining an appropriate placement and services needed for students with ASD and emotional comorbidity.
14. Differentiate between standardized and non-standardized assessments.
15. Identify current evaluation instruments used in the diagnosis of autism; for example, GARS, CHAT-M, ADOS, ADI-R, CSBS, CARS.
16. Analyze the pros and cons of three evaluation instruments used in the diagnosis of ASD.
17. List and describe several assessment instruments currently used by district school psychologists in determining an intelligence quotient (IQ) for students.
18. Understand the pros and cons of utilizing IQs as a measurement of a student with ASD potential.
19. Describe the use of formal and informal tests utilized by psychologists and teachers to determine academic levels of functioning and inform instructional planning.
20. Demonstrate how to assess a student's strengths and weaknesses using formal and informal assessment data, and develop an individualized program using evidence-based methodologies and promising practices.
21. Describe the importance of parental input in the diagnosis of ASD.
22. Describe the importance that sensory issues play in maladaptive behaviors exhibited by many students with ASD and how to accommodate for sensory issues in the school environment.
23. Demonstrate knowledge of the impact of common medical issues for persons with ASD, such as seizure disorders, chronic otitis media, chronic constipation or diarrhea, eating and sleep issues, use of psychotropic medications, etc.
24. Participate with the transdisciplinary team to develop goals and objectives that are appropriate, observable, measurable and functional.
25. Demonstrate consideration and planning for student needs regarding communication, social skills, and sensory-motor concerns.
26. Collaborate with family and other professionals on accommodations and modifications needed to access home, educational, work and community environments.
27. Consider and plan for transitional needs of students (i.e., prekindergarten to elementary, elementary to middle, middle to high, high to postsecondary activities, such as employment, adult living, recreation, community living, and post-secondary education).
28. Identify the criteria utilized by the IEP team to determine appropriate state assessment participation.
29. Identify social and behavioral supports needed for successful inclusion in general education settings for students with ASD.
30. Implement evidence-based and promising practices strategies, such as incidental teaching, discrete trial, group instruction, task analysis, use of prompts and prompt

fading, shaping, effective use of reinforcement in teaching skills, shadowing, modeling and scaffolding.

31. Use data and ongoing assessments to modify program content, presentation and interventions.
32. List reasons for structuring the classroom environment for students with ASD.
33. Describe how to physically structure a self-contained classroom for students with ASD.
34. Describe several types of environmental structures and visual systems used in classrooms of students with ASD and how these structures and systems are used to meet individual student's needs.
35. Describe various physical and visual strategies that can be used to accommodate a student with ASD in a general education classroom, i.e., environmental structuring, schedules, social situation stories and scripts, to communicate social information and expectations.
36. Categorize the different types of visual schedules used to promote independence based on a student's educational and cognitive abilities.
37. Differentiate between different work systems used with students with ASD.
38. Identify and distinguish between a variety of curricula and methodologies used to provide instruction for students with ASD.
39. Demonstrate an understanding of how to use Florida Standards in developing appropriate curricula for students with ASD.

ACTIVITIES

1. Attend the instructor's lecture and demonstration on:
    a. Characteristics of ASD (Specific Objectives 1,2, 3, and 7)
    b. Assessment and Diagnosis (Specific Objectives 4, 5, 6, 12, 13, 15, 16, 17, 18, 19, 20, 21, 24)
    c. Individual Learning Goals/IEP/Curricula (Specific Objectives 8, 9, 10, 11, 12, 14, 22, 25, 26, 27, 28, 29, 30)
    d. Teaching Methodologies (Specific Objectives 23, 31, 32, 33, 34, 35, 36, 37, 38, 39).
2. Review eligibility criteria for ASD from the handouts taken from the Programs and Procedures Manual for the district. (Specific Objectives 5 and 6)
3. Discuss the difference between formal and informal assessments; specify several assessments used in planning instruction for students with ASD. (Specific Objectives 15, 16, 17, 18, 19, 20, 21)
4. Given 2 psychological reports for different students with ASD, the participants will compare and contrast the different assessments utilized in determining eligibility. (Specific Objectives 5, 6, 16, 20, 21)
5. Determine if the 2 students whose psychological reports were reviewed in class should participate in state and district assessment. (Specific Objective 29)
6. Develop 3 different types of visual schedules. (Specific Objectives 35, 36, 37)
7. Given a case study, participants will develop different priority educational needs, goals, benchmarks, and accommodations for a student with ASD included in a general education classroom. (Specific Objectives 25, 26, 27, 28, 30, 32)

8. Identify the role that the IEP team plays in determining appropriate program placement for students with ASD and other related disabilities. (Specific Objectives 14, 22, 24, 25, 26, 27, 30)
9. Review the Florida Standards and identify specific benchmarks in the development of a weekly lesson plan for a student pursuing a standard diploma via ACCESS points. (Specific Objective 40)
10. Make a sketch of how a self-contained classroom should be physically structured and explain the reasons why. (Specific Objectives 33 and 34)
11. Develop a community-based instruction activity for students with ASD. (Specific Objective 28)
12. Given a demonstration in class, discrete trial data will be recorded. (Specific Objective 31)

FOLLOW-UP

1. Participants will submit summaries of two articles written about ASD.
2. Participants will submit sensory checklists for two children, completed through interview with the parents. These checklists will identify sensitivity to auditory, visual and tactile stimulus.
3. Participants will submit a plan for accommodating a student with ASD in the general education environment. This plan will include two independent work tasks to be completed in an inclusive environment, one for a sorting or matching activity and one for another academic task.

EVALUATION

Participants who will use inservice credit earned in this component to add the Autism Spectrum Disorders endorsement to a certificate will be evaluated using the following assessment procedures:

1. Complete pretest and posttest on the following: a) elements of assessment and diagnosis in determining ASD; b) the characteristics of students on the autism spectrum, including similarities and differences among students on the spectrum; c) compare and contrast typical development with that of students on the autism spectrum; d) uses of formal and informal assessments in developing appropriate educational services for students on the autism spectrum; e) development of appropriate IEP goals and objectives; and f) discussion of various curricular approaches currently used with students on the autism spectrum. Participants will pass the posttest with 80% accuracy and will also demonstrate increased competency on 80% of the competencies of the component.
2. Maintain a reflective journal and share with classmates the changes they have made in their classrooms as a result of the information acquired in this training component.
3. Complete an ASD Program Compliance Checklist and share the results with their administrator.
4. Complete any other assessment procedure required by the instructor(s).

5. Demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

Participants who will not use inservice credit earned though participation in this component to add the Autism Spectrum Disorders endorsement to a certificate will:

1. Demonstrate increased competency of 80% of the specific objectives of the component as determined by pretest and posttest or other valid measures.
2. Complete all individual and group activities at a level of quality established by the instructor; and
3. Complete all written assignments at a level that demonstrates the ability to integrate the material learned with experience and clearly relate that information to others. Component evaluation will consist of instructor and participant assessment of how well component activities help participants to master competencies and objectives.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION:

To earn credit, participants must complete a minimum of one initial professional development activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Learning (Delivery) Methods: A,B,C,D,I,J,K
Implementation Methods: M,N,O,P,Q,R,S,T
Evaluation Methods: Staff - A,B,C,D,E,F Student - A,B,C,D
FEAP: A1,A2,A3,B1

APPLIED BEHAVIOR ANALYSIS AND POSITIVE BEHAVIOR SUPPORTS FOR STUDENTS WITH ASD

COMPONENT IDENTIFIER NUMBER: **1-101-001**

Minimum/Maximum Inservice Points: **60/60**

GENERAL OBJECTIVE:

This course provides participants with an understanding of how applied behavior analysis principles pertain to individuals with ASD, including implementation associated with teaching various skills and supporting behavior in educational settings. The functional assessment of problem behavior as well as proactive and preventative methods for addressing problem behavior will be addressed. In addition, evidence-based instructional strategies to develop communication, social, self-help, and academic skills will be emphasized and linked to behavioral needs. Role playing and other hands-on activities will be embedded in course instruction.

SPECIFIC OBJECTIVES

1. Identify social and behavioral issues associated with ASD and how those behaviors impact the functioning and quality of life of these individuals.
2. Demonstrate an understanding of the link between behavior and communication.
3. List and describe possible sensory issues for a student with ASD.
4. Define applied behavior analysis.
5. Understand basic behavioral principles, including basic operant reinforcement, differential reinforcement, extinction, punishment, discrimination training, generalization, etc.
6. Describe multiple preference assessment methodologies.
7. Evaluate the reinforcing value of preferred items.
8. Describe the value of having a parent identify potential reinforcers.
9. Identify and distinguish between various evidence-based instructional methodologies for teaching children with ASD (e.g., reinforcement, naturalistic, response-prompted).
10. Understand and use reinforcement, shaping, behavioral momentum, chaining, modeling, prompting, fading, imitation, discrimination training, and presentation/instructions to promote adaptive behaviors and skills.
11. Compare/contrast shaping and chaining.
12. Explain multiple prompting techniques and the transfer of stimulus control.
13. Identify the principles and components of discrete trial training.
14. Compare and contrast natural environment training, discrete trial training, and incidental teaching.

15. Demonstrate the ability to teach a skill using errorless learning.
16. Describe precision teaching/fluency-based instruction
17. Understand the basics of verbal behavior.
18. Explain various teaching strategies and procedures for teaching language and other skills to children with ASD.
19. Identify common reasons for ineffective behavioral instruction.
20. Identify methods to generalize and maintain acquired behaviors.
21. Identify various methods of teaching social skills to students with ASD.
22. Design an appropriate plan to address social skills deficits.
23. Identify methods to measure and record acquisition of behavior.
24. Select acquisition goals and develop curriculum and instruction based on assessment results.
25. Demonstrate the ability to write skill acquisition plans that address goals and objectives.
26. Demonstrate the ability to collect data on skill acquisition programs.
27. Explain how data collection and the graphic display of data are used to make programming decisions.
28. Identify, define, and prioritize target behaviors.
29. Identify the different functions of behavior.
30. Describe behavioral assessment procedures, including functional analysis, and how they are used to determine the function of behavior.
31. Demonstrate the ability to use and collect data using a variety of assessment tools utilized in a Functional Behavior Assessment (FBA).
32. Explain the Antecedent-Behavior-Consequence (ABC) model of understanding and managing behavior.
33. Compare/contrast various assessment questionnaires.
34. Explain important elements from a structured interview.
35. Describe the essentials of a behavioral observation.
36. Determine the type of data collection necessary based on the type of behavior being observed.
37. Understand the importance of data collection throughout all phases of intervention (e.g., baseline, treatment, generalization, maintenance).
38. Explain how data collected during observation may or may not support the hypothesis established from a structured interview.
39. Develop a hypothesis of the function of behavior, considering setting events, antecedents/triggers, and consequence events.
40. Evaluate the competing behavior model theory.
41. Summarize how social and sensory stressors might be missed in a behavioral observation.
42. Explain and cite examples showing how the removal of stressors can be reinforcing to a child with ASD.
43. Recognize how a behavior can be inappropriate due to the setting or context.

44. Explain how a behavioral excess or deficit can be the reason for an inappropriate behavior.
45. Explain and cite examples showing how a chain of behaviors over time can distort the function of the behaviors.
46. Explain how the need for sameness (predictability) can contribute to inappropriate behaviors.
47. Describe possible reasons for self-stimulatory, repetitive behaviors.
48. Differentiate between observable behaviors that are maintained by environmental variables from those that are maintained by variables that cannot be observed.
49. Explain how the lack of alternative behaviors can help maintain problem behaviors in students with ASD.
50. Differentiate between the Consultative Model and the Collaborative Model of support for a behavioral intervention plan.
51. Describe a plan to work with a collaborative team to develop and implement a behavior intervention plan.
52. Develop a Positive Behavior Intervention Plan (PBIP) that takes into consideration function and the context of the problem behavior.
53. Demonstrate an understanding of Positive Behavior Support
54. Formulate interventions based on the functions of a behavior rather than the overt behavior.
55. Describe how traditional discipline procedures can inadvertently reinforce a student's inappropriate behavior.
56. Identify categories of interventions and how these interventions interrelate with each other.
57. Identify proactive and preventative methods for addressing problem behaviors.
58. Describe visual strategies that may prevent inappropriate behavior.
59. Explain the importance of choosing ethical interventions (e.g., least restrictive and non-aversive interventions).
60. Identify situations or events that can affect the implementation of a PBIP.
61. Define, use, and understand the importance of treatment integrity.
62. Write individualized behavior reduction goals and objectives based on assessment data.
63. Explain how data collection is used to monitor the progress of the PBIP.
64. Understand the importance of graphic displays of data in behavior analysis.
65. Identify different types of graphs that are used in behavior analysis.
66. Summarize and explain the need for conducting a FBA and implementing a PBIP in providing a free appropriate public education (FAPE) for a child with maladaptive behaviors.

ACTIVITIES

1. Attend the instructor's lecture and demonstration on:
    a. Behavior, communication, sensory, and social issues in ASD (Specific Objectives 1, 2, and 3)

b. Basic Behavioral principles (Specific Objectives 4 and 5)
c. Preference and Reinforcer Assessment Methodology (Specific Objectives 6, 7, and 8)
d. Evidence-Based Instructional Methodologies and Strategies (Specific Objectives 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20)
e. Teaching Social Skills (Specific Objectives 21 and 22)
f. Acquisition Goals, Data Collection, and Graphic Analysis (Specific Objectives 23, 24, 25, 26, and 27)
g. Behavior Definitions and Functions of Behavior (Specific Objectives 28 and 29)
h. Functional Behavior Assessment and Data Collection (Specific Objectives 30, 31, 32, 33, 34, 35, 36, 37, 38, and 39)
i. Important Issues with Functional Behavior Assessment (Specific Objectives 40, 41, 42, 43, 44, 45, 46, 47, 48, and 49)
j. Determining Appropriate Interventions for Positive Behavior Intervention Plans (Specific Objectives 50, 51, 52, 53, 54, 55, 56, 57, 58, and 59)
k. Treatment Integrity (Specific Objectives 60 and 61)
l. Reduction Goals, Data Collection, and Graphic Analysis (Specific Objectives 62, 63, 64, and 65)

2. Complete a preference assessment and reinforcer assessment for a student with ASD. (Specific Objectives 6, 7, and 8)
3. Analyze assessment data from several case studies and determine evidence-based instructional strategies that are most appropriate for the student's needs. (Specific Objectives 9 – 22)
4. Implement a variety of reinforcement instructional strategies (e.g., differential reinforcement, shaping, behavioral momentum, etc.). (Specific Objectives 9, 10, 11, and 18)
5. Implement a variety of naturalistic instructional strategies (e.g., modeling, incidental teaching, natural environment training, naturalistic time delays, "mand" modeling, expansions, etc.). (Specific Objectives 9, 10, 14, and 18)
6. Implement a variety of response-prompted instructional strategies (e.g., least to most prompting, chaining, fading, discrimination training, discrete trial training, errorless learning, etc.). (Specific Objectives 9 – 18)
7. Plan and organize how to train specific social skills based on scenarios provided by the instructor. (Specific Objectives 21 and 22)
8. Given a demonstration in class, collect data on the student's response to a variety of instructional strategies. (Specific Objectives 23, 26, and 27)
9. Given several case studies, write appropriate acquisition goals, benchmarks, and curriculum based on assessment results. (Specific Objectives 24 and 25)
10. When observing a demonstration in class, develop a behavior definition and determine the appropriate method of data collection on a target behavior for reduction. (Specific Objectives 28, 31, 36, 37, and 38)
11. Collect data on a target behavior using several functional assessment tools (e.g., A-B-C, scatter plot, etc.) in a simulated setting and/or classroom observation. (Specific Objectives

31, 32, 35, 36, and 38)

12. Given multiple case studies, develop a hypothesis for the function of behavior, considering setting events, antecedents/triggers, and consequence events. (Specific Objective 39)
13. Analyze data from several case studies and develop appropriate interventions for each. (Specific Objectives 52-59)
14. Given assessment data on several case studies, write appropriate reduction goals and benchmarks. (Specific Objective 62)
15. Given a demonstration in class, collect data on the student's behavior using various measurement tools (e.g., frequency, duration, latency, interval, time-sampling). (Specific Objectives 36, 37, and 63).
16. Given several sets of data, the student will appropriately graph the data and explain why he/she chose that type of graphic display. (Specific Objectives 64 and 65)

STRUCTURED INTERACTION ACTIVITY

1. Conduct a preference assessment and reinforcer assessment with one of their students with ASD and write a summary of the results. (Specific Objectives 6 and 7)
2. Develop with a parent a reinforcement menu for one of their students with ASD and describe its value. (Specific Objective 8)
3. Develop and share with the class a skill acquisition plan for one of their students with ASD based on their needs, using one or more of the instructional strategies discussed in class. Include the appropriate data collection sheets as well as the acquisition goals. (Specific Objectives 9-27)
4. Read and critique several articles discussing the utility of functional assessment questionnaires. (Specific Objective 33)
5. Conduct a structured interview and questionnaire with one parent and at least one professional. (Specific Objectives 30, 33, and 34)
6. Observe a student with inappropriate behavior and collect functional assessment data. Write a summary of the results, including a hypothesis for the function of the target behavior. (Specific Objectives 30-39)
7. Collect data and graph a targeted behavior using an instructor-approved method. (Specific Objectives 31 and 36)

FOLLOW-UP

1. Participants will submit skill acquisition plans, IEP goals and benchmarks, data collection sheets, and graphs for a student in the participant's class who has behavioral deficits (social, academic, communicative, self-help, etc.) that need to be acquired through the use of evidence-based instructional strategies.
2. Participants will submit a functional assessment of behavior (FBA), a positive behavior intervention plan (PBIP), IEP goals and benchmarks, data collection sheets, and graphs for a student in the participant's class who has inappropriate behaviors that need to be modified through the use of positive behavior supports.

EVALUATION

Participants who will use inservice credit earned in this component to add the Autism Spectrum Disorders endorsement to a certificate will be evaluated using the following assessment procedures:

1. Complete pretest and posttest on the following: a) function of behavior; b) behavioral assessments and collection of data; c) development of FBA and PBIP; d) implementation of PBIP and IEP goals and benchmarks; e) behavior management in the classroom; f) reinforcers and stressors in ASD; g) sensory issues in ASD; h) characteristics and learning styles of ASD; i) positive behavioral supports and proactive interventions; j) procedures for manifestation determination. Participants will pass the posttest with 80% accuracy and will also demonstrate increased competency on 80% of the competencies of the component.
2. Maintain a reflective journal and share with classmates the changes they have made in their classrooms as a result of the information acquired in this training component.
3. Complete any other assessment procedure required by the instructor(s).
4. Demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

Participants who will not use inservice credit earned though participation in this component to add the Autism Spectrum Disorders endorsement to a certificate will:

1. Demonstrate increased competency of 80% of the specific objectives of the component as determined by pretest and posttest or other valid measures.
2. Complete all individual and group activities at a level of quality established by the instructor; and
3. Complete all written assignments at a level that demonstrates the ability to integrate the material learned with experience and clearly relate that information to others.

Component evaluation will consist of instructor and participant assessment of how well component activities help participants to master competencies and objectives.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION:

To earn credit, participants must complete a minimum of one initial professional development activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objectives(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Learning (Delivery) Methods: A,B,C,D,I,J,K
Implementation Methods: M,N,O,P,Q,R,S,T
Evaluation Methods: Staff – A,B,C,D,E,F Student – A,B,C,D
FEAP: A1,A2,A3,B1

ASSISTIVE/INSTRUCTIONAL TECHNOLOGY AND NATURAL/AUGMENTATIVE COMMUNICATION SYSTEMS FOR STUDENTS WITH ASD

COMPONENT IDENTIFIER NUMBER: **3-100-006**

Minimum/Maximum Inservice Points: **60/60**

GENERAL OBJECTIVE:

This component is designed to enable the participant to research, examine, and implement assistive and instructional technology as well as alternative/augmentative communication systems for students with Autism Spectrum Disorder (ASD).

SPECIFIC OBJECTIVES

Upon completion of this component, participants will be able to:

1. Identify and describe communication needs for students with ASD.
2. Identify and describe various communication assessment tools used with students with ASD.
3. Identify individual communication needs of students with ASD based on assessment.
4. Examine different alternative/augmentative communication systems used in working with students with ASD.
5. Identify appropriate assistive/instructional technology(ies) that can be used to assist students with ASD of differing abilities.
6. Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology(ies) into the curriculum, for example: environmental structure, picture symbols, visual schedules, electronic devices.
7. Identify communication development as typical or atypical using a developmental checklist on a given student.
8. Identify three (3) activities which facilitate communication interaction in the home and in school.
9. Name four (4) areas of communication assessment.
10. Identify three (3) characteristics indicative of success with augmentative communication systems.
11. Explore a variety of visual systems used to promote communication and language development.
12. Individualize the communication systems used to meet the specific needs of students
13. Identify three (3) forms of communication.
14. Understand that communication is greatly affected by the use of natural and formalized body movements.
15. Explain why visual messages are easier to understand than auditory messages for students with ASD.
16. Examine why student behavior improved across settings and with a variety of people when the communication tools provide consistency.

17. Understand that communication skills affect a student's social interaction.
18. Explain how communication skills affect a student's self-management and behavior.
19. Explore how communication allows students to make choices.
20. Learn to identify echolalia as form of communication.
21. Understand the difference between choice systems and communication systems.
22. Consider different options for symbols as communication tools: objects, photos, Boardmaker symbols, etc.
23. Learn to identify vocabulary that the student would use rather than what you would want them to say.
24. Identify opportunities where students can interact in natural situations using natural cues and consequences.
25. Understand the use of immediate and consistent feedback to encourage a student's communication attempt.
26. Explore opportunities throughout the school day where the communication systems are used across activities, events and environments.
27. Understand the use of "sabotage" to set the stage for communication to occur.
28. Interact with students as if the AAC system is his/her voice.
29. Explore the use of assistive technology to improve educational performance for students with ASD.
30. Explore the use of communication boards within the school environment as an assistive technology tool.
31. Explain how receptive sign language is used to help a student with ASD.
32. Differentiate between the use of a picture schedule and a picture exchange system in terms of receptive and expressive communication needs.
33. Demonstrate how to conduct a reinforcement assessment in order to determine a "temptation" for an initial expressive communication attempt.
34. Explain at least three areas of possible expressive/receptive needs for a child with partial apraxia-like symptoms.
35. Describe reasons for social deficits interfering with the expressive/receptive development of a child with ASD.
36. Give alternative visual strategies for a child with ASD that does not discriminate line drawings.
37. Explain how difficulty with identifying and effectively using visual cues in the student's environment affects the ability of the student with ASD to understand the intended meaning, and thus, act appropriately in social settings.
38. Evaluate the different communication functions of echolalia.
39. Describe the challenges of teaching students with ASD how to express their feelings.
40. Cite four names for apraxia and give possible reasons for the differences.

ACTIVITIES

1. Attend the instructor's lecture(s) and demonstration(s) on:

a. Communication needs of students with ASD. (Specific Objectives 1, 7, 13, 14, 21, 34 and 40)
b. Communication needs based on assessment. (Specific Objectives 2, 3, 9, 18, 23, 31, and 33)
c. Alternative/Augmentative communication (Specific Objectives 4, 12, 19, 28 and 29)
d. Instructional and assistive technology (Specific Objectives 5, 6, 10, 28 and 29)
e. Communication strategies across settings. (Specific Objectives 8, 16, 19, 24, 25 and 26)
f. Visual strategies for communication. (Specific Objectives 11, 12, 15, 22, 30, 32, 36 and 37)
g. Pragmatics (Specific Objectives 17 and 35)
h. Functions of communication (Specific Objectives 20, 23, 27, 38 and 39)

2. Complete a communication needs assessment for a student with ASD who has very little speech. (Specific Objective 3)
3. Operate and program a variety of augmentative communication devices for a specific activity. (Specific Objectives 2 and 4)
4. Develop a lesson plan that integrates a communication system to target a specific activity within a specific environment. (Specific Objectives 4, 5, 7 and 29)
5. Identify types and different functions of communication after viewing a video clip of a student. (Specific Objectives 6, 8, and 38)
6. Create an individual student schedule that shows opportunities for initiating a communication attempt. (Specific Objectives 11, 12, 24, and 25)
7. Identify 3 different scheduled opportunities for a student with ASD to practice a 3-part communication exchange with a peer. (Specific Objectives 22 and 33)
8. Conduct a reinforcement assessment to establish an initial communication attempt for a nonverbal student with ASD. (Specific Objectives 24, 25, and 33)
9. Compare and contrast different tools used to assess communication needs of students with ASD. (Specific Objective 2)
10. Describe the procedure(s) used to initiate referrals for alternative/augmentative communication and adaptive access assessments. (Specific Objectives 3 and 12)
11. Critique at least three instructional technology software tools used in the instruction of Reading/Language Arts, Mathematics, and at least one other content area. (Specific Objective 5)

STRUCTURED INTERACTION ACTIVITY

1. Develop and present a week's lesson plan that demonstrates how assistive technology or augmentative communication system(s) will be taught to the student with ASD and used for instruction across all content areas/subjects. (Specific Objectives 6, 7 and 16) 3 hours
2. Conduct a reinforcement assessment and write a summary of the results. (Specific Objective 33) 2 hours
3. Research and critique 2 articles dealing with augmentative devices used with ASD students. (Specific Objectives 4 and 10) 2 hours

4. Research and critique1 article dealing with the use of sign language for expressive/receptive communication with ASD students. (Specific Objective 31) 1hour

FOLLOW-UP

1. Participants will submit a plan to implement augmentative/alternative communication and assistive/instructional technology for students with ASD in their school and share it with administration.
2. Participants will submit to their administrators a communication checklist for students in their class.

EVALUATION

Participants who will use inservice credit earned in this component to add the Autism Spectrum Disorders endorsement to a certificate will be evaluated using the following assessment procedures:

1. Complete pretest and posttest on the following: a) communication needs of students with ASD; b) communication needs based on assessment; c) alternative/ augmentative communication; d) instructional and assistive technology; e) communication strategies across settings; f) visual strategies for communication; g) pragmatics; and h) functions of communication. Participants will pass the posttest with 80% accuracy and will also demonstrate increased competency on 80% of the competencies of the component.
2. Maintain a reflective journal and share with classmates the changes they have made in their classrooms as a result of the information acquired in this training component.
3. Complete any other assessment procedure required by the instructor(s).
4. Participants will demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

Participants who will not use inservice credit earned though participation in this component to add the Autism Spectrum Disorders endorsement to a certificate will:

1. Demonstrate increased competency of 80% of the specific objectives of the component as determined by pretest and posttest or other valid measures.
2. Complete all individual and group activities at a level of quality established by the instructor; and
3. Complete all written assignments at a level that demonstrates the ability to integrate the material learned with experience and clearly relate that information to others.

Component evaluation will consist of instructor and participant assessment of how well component activities help participants to master competencies and objectives.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION:

To earn credit, participants must complete a minimum of one initial professional development activity and one follow-up activity from the listings below, as appropriate to the topic/content

of their learning objectives(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Learning (Delivery) Methods: A,B,C,D,I,J,K
Implementation Methods: M,N,O,P,Q,R,S,T
Evaluation Methods: Staff – A,B,C,D,E,F Student – A,B,C,D
FEAP: A1,A2,A3,B1

IMPROVING LEARNING AND INSTRUCTION: FIELD-BASED EXPERIENCE WITH ASD STUDENTS

COMPONENT IDENTIFIER NUMBER: **1-100-005**

Minimum/Maximum Inservice Points: **60/60**

GENERAL OBJECTIVE:
This component is designed to enable the participant to analyze and critique the implementation of strategies and key programmatic elements in a variety of settings for students with ASD.

SPECIFIC OBJECTIVES:
Given involvement in this activity, participants will be able to:

1. Demonstrate the ability to write appropriate educational and behavioral goals and objectives.
2. Demonstrate effective classroom organization and management.
3. Demonstrate effective instructional planning for both groups and individuals.
4. Demonstrate effective use of communication with students.
5. Demonstrate effective use of alternative/augmentative communication systems used in working with students with ASD across activities, events, and environments.
6. Demonstrate the ability to work effectively with paraprofessionals.
7. Demonstrate the ability to work effectively with parents.
8. Demonstrate skill in curricular planning and implementation for academics, socialization, play, imagination, communication and independence.
9. Demonstrate the ability to use discrete trial data in the design and/or modification of services.
10. Demonstrate knowledge of appropriate instructional levels and environments for students.
11. Reflect knowledge of growth and development in curricular planning and expectations.
12. Demonstrate use of informal assessment procedures.
13. Demonstrate the ability to interpret assessment data.
14. Document students' progress toward goals and objectives through data collection.
15. Demonstrate understanding of legal issues through participation in the IEP process.
16. Demonstrate the ability to provide social, sensory and behavioral supports needed for successful inclusion in the general education setting for students with ASD.
17. Demonstrate the ability to develop a functional behavior assessment and an intervention plan for a student with ASD.
18. Demonstrate the ability to assess and program services that support transition, vocational development and independence.

ACTIVITIES

1. Attend the instructor's lecture(s) and demonstration(s) on:
    a. Curriculum and Instruction/Individualized services and supports. (Specific Objectives 1, 2,3, 4, 5, 8, 9, 12, 13, 14 and 17)
    b. Inclusion (Specific Objectives 10 and 16)
    c. Supporting play and leisure (Specific Objective 8)
    d. Family support partnerships (Specific Objective 7)
    e. School and community partnerships (Specific Objectives 6 and 18)
    f. Professional Literacy and Leadership (Specific Objectives 11 and 15)
2. Complete five observations in classrooms serving students with ASD, in the following settings: (Specific Objectives 1-18)
    a. Pre-kindergarten
    b. Elementary school
    c. Middle school
    d. Senior high school
    e. Inclusion setting (grade level to be approved by instructor)
3. Complete observation forms and reflections upon each visit for targeted population. (Specific Objectives 1-18)

STRUCTURED INTERACTION ACTIVITY (10 hours total)

1. Submit the five classroom observations analyzing the key programmatic elements utilized in the instruction of students with ASD for each of the targeted populations. (Specific Objectives 1-18).
2. Submit a completed, comprehensive portfolio demonstrating competencies obtained in the Autism Spectrum Disorders Add-on Endorsement Program.

FOLLOW-UP

Participants will maintain a reflective log and will share with other participants on the last day of the training which tools and techniques acquired during the Professional Development were most beneficial.

EVALUATION

Participants who will use inservice credit earned in this component to add the Autism Spectrum Disorders endorsement to a certificate will be evaluated using the following assessment procedures:

1. Complete a reflection for each of the five required observations in classrooms serving students with ASD, to include the following elements: a) learning characteristics of students with ASD; b) environmental structure; c) effective behavior management strategies; d) different communication systems and technologies; e) different assessments; and f) curriculum development. Participants will submit these reflections with a summary of the professional growth experienced as a direct result of participating in the add-on endorsement program.

2. Share with classmates the skills they have enhanced/developed and the changes they have made in their classrooms as a result of the information acquired in this training component.
3. Complete any other assessment procedure required by the instructor(s) providing the program.
4. Demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

Participants who will not use inservice credit earned though participation in this component to add the Autism Spectrum Disorders endorsement to a certificate will:

1. Demonstrate increased competency of 80% of the specific objectives of the component as determined by pretest and posttest or other valid measures.
2. Complete all individual and group activities at a level of quality established by the instructor; and
3. Complete all written assignments at a level that demonstrates the ability to integrate the material learned with experience and clearly relate that information to others.

Component evaluation will consist of instructor and participant assessment of how well component activities help participants to master competencies and objectives.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION:

To earn credit, participants must complete a minimum of one initial professional development activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objectives(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Learning (Delivery) Methods: A,B,C,D,I,J,K
Implementation Methods: M,N,O,P,Q,R,S,T
Evaluation Methods: Staff – A,B,C,D,E,F Student – A,B,C,D
FEAP: A1,A2,A3,B1

Matrix

Competency Number*	Component Number	Specific Component Objective Number(s)	Method of Competency Demonstration
Nature and Needs, Assessment, and Diagnosis of Students with ASD			
2a	1-100-004	1, 2, 7, 8, 23	Research article summary
2a	1-100-004	35, 36	Inclusion plan
2a	1-100-004	31	Classroom demonstration (ex. Discrete trial)
2a	1-100-004	28	Development of a community-based instruction activity
2a	1-100-004	33, 34	Sketch of classroom structure with explanations
2a	1-100-004	9, 21, 40	Portfolio entry (lesson plan)
2a	1-100-004	8	Development of visual schedule
2a, 2d	1-100-004	5,6,14,16,20,21,22,24, 25,26,27,28,29,30,32	Classroom demonstration (programming)
2a,2d	1-100-004	3,4,10,11,12,13,14,15, 16,17,18,19,20,37,38,39	Component test
Applied Behavior Analysis and Positive Behavior Supports for Students with ASD			
2c	1-101-001	6,7,8,34	Completed preference and reinforce assessments
2c	1-101-001	9,10,11,18,33	Self-report of classroom implementation of reinforcement strategies
2c	1-101-001	9,10,14,18	Self-report of classroom implementation of naturalistic instructional strategies
2c	1-101-001	2,3,4,5,66	Research article summary
2c	1-101-001	9,10,11,12,13,14,15,16, 17,18	Self-report of classroom implementation of response-prompted instructional strategies
2c	1-101-001	21,22	Classroom demonstration (social skills)
2c	1-101-001	23,26,27	Classroom demonstration (data collection)
2c	1-101-001	1,19,24,25,29,30	Case studies
2c	1-101-001	28,31,32,35,36,37,38,63	Classroom demonstration (behavior definition, target behavior data collection)
2c	1-101-001	39,52,53,54,55,56,57,58, 59,62	Component test
2c	1-101-001	20,40,41,42,43,44,45,46, 47,48,49,50,51,60,61,66	Summary of web-based research
2c	1-101-001	64,65	Graphing data
Assistive/Instructional Technology and Natural/Augmentative Communication Systems for Students with ASD			

2b	3-100-006	3	Completed communication needs assessment
2b	3-100-006	2,4	Classroom demonstration (programming devices)
2b	3-100-006	4,10	Research and critique two articles on augmentative devices
2b	3-100-006	31	Research and critique one article on the use of sign language
2b	3-100-006	4,5,6,29	Integrate communication systems (lesson plan)
2b	3-100-006	6,8,38	Classroom demonstration (identify types and functions of communication)
2b	3-100-006	11,12,22,24,25,33	Create individual student schedules
2b	3-100-006	24,25,33	Summary of completed reinforcement assessment for non-verbal student on the autism spectrum
2b	3-100-006	3,12	Summary paper
2b	3-100-006	5	Summary paper
2b	3-100-006	36	Summary paper or lesson plan
2b	3-100-006	6,7,16,28	Develop and present lesson plan for Assistive Technology/Augmentative Communication integration across all content areas/subjects
2b	3-100-006	1,9,13,14,15,17,18,19,20, 21,23,26,27,30,31,32,34, 35,37,38,39,40	Component test
Improving Learning and Instruction: Field-Based Experience with ASD Students			
2e	1-100-005	1-18	Complete observations and submit summary forms in each of the following: Pre-K, elementary, middle, senior high, inclusion (at level as agreed upon between instructor and participant)
2e	1-100-005	1-18	Submit completed IEP demonstrating participation and appropriate consideration of and planning for the needs of a student on the autism spectrum
2e	1-100-005	17	Submit a completed functional behavioral assessment and intervention plan for a student on the autism spectrum
2e	1-100-005	2-14,16	Submit an administrator's observation of instruction of a student on the autism spectrum

Instructors

Selection of instructors for the NEFEC Alternative Program for Add-On Certification: Autism Spectrum Disorder will be based on the following minimum selection criteria:

- Current Florida teaching certificate in Education and Exceptional Student Education
- Background of successful staff development and/or adult training expertise
- Master's degree in Education or Special Education
- Three years of qualified experience in working with students diagnosed with Autism Spectrum Disorder
- Certified and experienced in the areas of content to be taught
- Commitment to carry out the number of hours of instruction, individual participant consultation, and follow-up specified in each training module
- Commitment to use and maintain the integrity of the training components
- Commitment to the Autism Spectrum Disorder Endorsement Program and to the delivery of training at times and places convenient to the participants
- Note: Instructors within the school districts served by this endorsement may be used, in addition to contracted instructors from local institutions of higher education (community colleges, colleges, or universities) or the private sector.

Completion Requirements

The option of completing the four components is available for teachers in lieu of taking college courses to earn the Autism Spectrum Disorder Endorsement. In order to satisfy specialization requirements in Rule 6A-4.01796, Florida Administrative Code, participants must have a bachelor's or higher degree with certification in any exceptional student education area and complete 12 semester hours or 240 inservice hours including the following: nature of autism spectrum disorder, use of assistive and instructional technology and natural, alternative and augmentative communication systems for students with ASD, behavior management and positive behavior supports for students with ASD, and field-based experience with students with ASD.

Program Completion

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

Satisfactory completion of individual components may be demonstrated through:

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

In order to satisfy specialization requirements in Rule 6A-4.01796, Florida Administrative Code, participants must complete all requirements listed above.

Methods for determining a participant has obtained all the competencies required for the specialization area are addressed within the coursework requirements and reflected in the Matrix. The successful completion of each required course will document that the participant has attained the competencies and skills addressed in and specific to the course.

Proof of successful course completion and the awarding of inservice points will be maintained by the district professional development office. At the conclusion of each course, each participant successfully mastering the competencies therein will be awarded inservice credit per the Master Inservice Plan. Upon successful completion of all four required courses, the professional development office will provide the participant with a Certificate of Completion noting that the participant has successfully completed the Add-on Endorsement Program: Autism Spectrum Disorder. The teacher certification office will then assist the participant in filing the necessary paperwork and collecting fees associated with petitioning The Florida Department of Education to add the Autism Spectrum Disorder Endorsement to the educator's teaching certificate.

Competency Demonstration

All those pursuing the addition of the Autism Spectrum Disorder Endorsement to their Florida Educators' Certificates must earn a minimum of 240 inservice points by successfully completing the prescribed set of inservice components including the demonstration of all competencies required for the endorsement or through documented evaluation means. In general, competency demonstration will be done through products, tests, classroom demonstrations, and/or portfolios; however, procedures for evaluation of competency achievement within components will vary depending on the nature of the competency. Inservice training credits for those completing the add-on program will be awarded on the basis of a candidate's successful completion of the components, direct instruction, and follow-up activities.

Requirements for the program stipulate that evidence of competency mastery in each required course must be maintained by the participant as part of the participant's portfolio. A copy of each participant's portfolio will be submitted to the district professional development office. Successful completion of each course, coupled with the submission of the portfolio, will be deemed adequate demonstration of competence.

Competency Verification

College and/or university coursework may be substituted for portions of the Autism Spectrum Disorder Add-on Endorsement requirement. Consideration will be given to students who have successful completion with a grade of B or better of a college/university course with verification from the district instructor that there is reasonable equivalence between the college/university courses and the district add-on courses. Decisions will be made at the local level, in collaboration with the district teacher certification office and the professional development office. Certificates will be issued to successful completers as a record of competency completion.

Program Evaluation

Evaluation Plan

The overall effectiveness of the Autism Spectrum Disorder Endorsement Program will be determined by participant assessment, training component assessment, and program assessment techniques using the strategies described below:

1. Individual participants will be evaluated based on competency acquisition as verified by the instructor in accordance with approved competency demonstration methods and criteria. (In accordance with district inservice requirements, any participant who wishes to receive inservice points must demonstrate competency on at least 80% of the specific objectives using pre- and post-tests or other valid measures.)
2. Each training component will be evaluated by utilizing district staff development program procedures.
3. The program will be assessed by participants; instructors; staff development personnel; and district exceptional student education administrative and supervisory staff to determine: program effectiveness, program efficiency in terms of management, operation, delivery and cost effectiveness.

Formal program evaluation will provide the following data:

Descriptive Data

1. Number of teachers who are out-of-field in autism spectrum disorders
2. Number and percentage of the above that have enrolled in the add-on program
3. Number of enrollees dropped for nonperformance
4. Number and percentage of program completers
5. Number and percentage of program completers teaching in the district

Client Satisfaction Data

Attitudes of participants will be surveyed to determine the extent to which:

1. The program is meeting candidate needs
2. The quality of instruction is consistent with professional development standards
3. The curriculum is pertinent to their classroom and professional development needs
4. The pace, quantity, and quality of assignments are compatible with their primary teaching responsibilities

Supervisory Evaluation Data

Principals, administrators and supervisors may be asked to perform site-based evaluations to determine the extent to which:

1. School and program needs are being met through the training provided by the add-on endorsement program
2. Skills acquired in add-on training are practiced in the candidate's classroom and shared with others
3. Evidence exists of tangible benefit to students accruing from add-on training

Logistical Support

Annual program costs will be calculated from records of training, material purchases, copying, consultant fees, district or project expenditures, and salary portions of key personnel in program operations. Additional evaluation procedures may be developed and implemented as needed by the district. Any program revisions resulting from these evaluation procedures will be reported to the Florida Department of Education.

Participants, instructors, and district staff will evaluate the program in the following areas:

- Scope and sequence of courses
- Instructional materials
- Relevance to effective teaching and learning
- Adequacy of preparation for teaching assignment/study

In addition, in order to assess overall effectiveness of the program, participants completing the program will be asked to complete an online exit survey which will provide feedback regarding the management and operation of program activities.

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

Annual Review

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

An annual review of the efficacy of the program will be conducted by ESE administration in the school district via continuous programmatic review of data collection previously noted above in *Program Evaluation, Evaluation Plan*. The carry-over effects of the training will be measured by direct observation, status of highly qualified personnel, and the provision of quality educational services. The data obtained in this continuous review cycle will be used to revise the program as necessary as well as to inform the next areas of professional development offered outside of the endorsement program.

Management

The NEFEC Organization of Educational Leaders (NOEL) Key District Contacts and District Professional Development Coordinators along with the NEFEC Master Inservice Plan/Endorsement Coordinator will be responsible for the overall management of the ASD Endorsement Program including dissemination of information, maintaining participant and program files, certifying the completion of program requirements and processing applications, coordinating program activities, collecting evaluation data, and providing information regarding the Program when required by the school district and/or Florida Department of Education staff.

Participant files will include a copy of the Plan of Study, schedule of courses, and a timeline with a projected date for completion.

Inservice training will be offered by districts and regional service providers. NEFEC will be responsible for updating the program as necessary and, when appropriate, advertising the availability of the courses to districts.

Candidate Application and Admission

The individuals designated above will share the process for application, admission, and verification of the Autism Spectrum Disorder Endorsement Program. Eligibility to participate in the program is predicated on a candidate's holding a bachelor's or higher degree with certification in any exceptional student education area. The candidate must hold a valid Florida Educator's Certificate (Temporary or Professional).

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

Enrollment preference will be given to educators who are currently classified as in need of Autism Spectrum Disorder Endorsement to meet employment requirements. Other participants will be admitted to the Program as part of their Individual Professional Learning Plan or to earn inservice credit for recertification purposes. If space allows, paraprofessionals directly involved with service to students with ASD can be enrolled to further their knowledge to assist with classroom instruction.

Advisement

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

Attendance Requirement for Inservice Points

Attendance is mandatory unless because of serious illness or extreme emergency the instructor excuses the absence. Excused absence class hours must be satisfied through a schedule approved by the instructor. Participants receive one inservice point for each clock hour of component participation, up to 60 hours per component. When participants have completed all program completion requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. District staff will acknowledge completion of all components and notify the Florida Department of Education.

Transfer and Utilization of Credit (College or Inservice)

Equivalent or higher content level college credit obtained from a regionally accredited institution of higher education with an approved Autism Endorsement Program may be used to satisfy component requirements. College course(s) are converted to inservice points with each semester credit hour equivalent to twenty (20) inservice points. An official college transcript must be requested by the participant and forwarded to the Professional Development Director's Office.

Inservice credit earned while employed in another district may be applied to the Add-On Certification provided:

- The component is of equivalent or higher content level
- The component was earned as part of a Florida-approved Add-On Certification Program

Certification of Completion

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

School Board Approval

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

SUWANNEE COUNTY SCHOOL BOARD

Serving The Children Of Our Community

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Telephone: (386) 647-4600 • Fax: (386) 364-2635
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DISTRICT 3
ED DA SILVA
DISTRICT 4
RONALD WHITE
DISTRICT 5
LEONARD J. DIETZEN, III
BOARD ATTORNEY

MEMORANDUM

TO: Jerry A. Scarborough, Superintendent of Schools

FROM: Bill Brothers, Director of Human Resources

THRU: Vickie Music DePratter, Chief Financial Officer
Ted Roush, Assistant Superintendent of Administration

DATE: November 30, 2015

RE: Agenda Item for the December 15, 2015, Regular Board Meeting

RECOMMENDATION:

Superintendent recommends approval of the following contract.

a. Contract # 2016-106 between Suwannee County School Board and Fieldprint, Inc. (NEW)

BACKGROUND:

This item will provide fingerprinting collection services for applicants, state contractors, and vendors. The District will continue to receive criminal history reports, but will not have to physically capture the prints.

fieldprint
identity delivered.

FINGERPRINT SERVICES AGREEMENT
(Florida Department of Law Enforcement)

This FINGERPRINT SERVICES AGREEMENT (the "Agreement"), is made and entered into as of this 15th day of December, 2015 (the "Effective Date"), by and between **Fieldprint, Inc.**, a Delaware corporation, with offices located at 12000 Commerce Parkway, Mt. Laurel, New Jersey 08054 ("Fieldprint"), and **District School Board of Suwannee County** with offices located at **702 2nd Street NW Live Oak, FL 32064** ("End-User").

In consideration of the mutual covenants, promises and agreements contained herein, the parties, intending to be legally bound hereby, agree as follows:

1. **Fieldprint Services**

   Subject to the terms and conditions set forth herein, Fieldprint, Inc. ("Fieldprint") shall provide fingerprint collection and submissions to the Florida Department of Law Enforcement, "FDLE".

2. **Fees; Expenses; Payment Terms; Suspension for Non-Payment**

   a. **Fees**

   In consideration of the services to be provided by Provider hereunder, each applicant shall pay to Provider a fee as set forth on Schedule B (the "Fee"). The Fee is subject to change upon sixty (60) days' notification to End-User.

   b. **Payment Terms**

   Credit Card Processing: Provider accepts all major credit cards and debit cards. The applicant shall provide payment via credit card during the web scheduling process and the applicant will also provide the Card Verification Number. Provider's credit card system rejects transactions where the code provided by the cardholder is invalid. Provider shall not render services to any applicant who does not present a valid or active credit card in good standing.

3. **Term and Renewal; Termination; Cancellation; Effect of Termination**

   a. This Agreement will become effective on the Effective Date and will remain in effect for an initial period of two (2) years from the Effective Date.

   b. The term of this Agreement shall automatically renew thereafter for additional one (1) year periods; provided, however, End-User shall have the right, in its sole discretion, to cancel, not renew or terminate this Agreement with sixty (60) days notice to the Fieldprint.

   c. Fieldprint shall have the right, in its sole discretion, to cancel, not renew or terminate this Agreement with sixty (60) days notice to End-User.

   d. With just cause, such as a delinquency or violation of the terms of this Agreement or a legal requirement, or a material change in existing legal requirements which adversely affect this Agreement, Fieldprint may, upon its election, discontinue serving End-User and suspend, modify or

cancel this Agreement immediately. Upon termination or expiration, neither party shall have any further rights or obligations hereunder except for (i) the parties' respective surviving obligations under this Agreement, and (i) End-User's obligation to pay Fieldprint the Fees and Expenses due and payable as of the date of termination or expiration.

4. **Indemnification**

End-User shall indemnify Fieldprint and each of its respective officers, directors, employees and agents, from and against any and all losses, costs, liabilities, damages and expenses (including, without limitation, all reasonable attorneys' fees and expert witness fees) in connection with any claim, demand, suit, action, judgment or other proceeding brought against Fieldprint, for its respective officers, directors, employees or agents, to the extent based on or arising from,

a. any breach by the End-User of its representations, warranties or covenants contained in this Agreement or any attached Exhibit or Schedule, including, but not limited to, any breach which results in the unauthorized and/or non-permissible use of information obtained under this Agreement, or

b. any gross negligence or willful misconduct.

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

Provider shall indemnify End-User and each of its respective officers, directors, employees and agents, from and against any and all losses, costs, liabilities, damages and expenses (including, without limitation, all reasonable attorneys' fees and expert witness fees) in connection with any claim, demand, suit, action, judgment or other proceeding brought against End-User, for its respective officers, directors, employees or agents, to the extent based on or arising from,

a. any breach by the Provider of its representations, warranties or covenants contained in this Agreement or any attached Exhibit or Schedule, including, but not limited to, any breach which results in the unauthorized and/or non-permissible use of information obtained under this Agreement, or

b. any gross negligence or willful misconduct.

5. **Representations, Warranties and Covenants**

The parties hereby represent warrant and covenant as follows:

a. **Compliance with Laws**

Each party hereby covenants that, in accepting and using the fingerprint administration services, its employees, agents and subcontractors shall comply with the requirements of the Americans with Disabilities Act, 42 U.S.C. § 12111 et seq., the Fair Credit Reporting Act, 15 U.S.C. § 1681 et seq., all Equal Employment Opportunity laws, and any other applicable federal, state and/or local laws, statutes or regulations pertaining to fingerprinting, to the extent applicable (the "Laws").

The parties agree to conform their conduct pursuant to this Agreement to meet all legal requirements, as they may change, and an actual amendment to this Agreement is not required.

b. **Confidentiality and Data Protection**

In accordance with the provisions of the Laws, Fieldprint and End-User each acknowledge that the information to be provided by Fieldprint to End-User and by End-User to Fieldprint pursuant to this Agreement is sensitive, privileged and confidential. Fieldprint will communicate such information only to such employees of End-User as are designated by End-User (the "Authorized Employees"). End-User agrees to make all Authorized Employees aware of the sensitive, privileged and confidential nature of information pursuant to the Laws.

Fingerprint results and other information shared between the parties shall not be shared, disseminated or republished in any manner by either party or its employees, representatives or agents, except only as required or permitted by law or to provide the services hereunder.

Each party shall take appropriate measures designed to limit unauthorized access to fingerprint results to protect all data containing personal identifying information.

6. **Access to Fieldprint's Web Site**

If End-User utilizes Fieldprint's Web site, Authorized Employees, as identified by End-User, will be assigned unique user names and passwords ("Access Codes") to allow access to Fieldprint's Web site. End-User shall ensure that prior to requesting Access Codes for Authorized Employees, End-User shall provide adequate training to any Authorized Employees regarding the requirements of this Agreement and any applicable laws. End-User acknowledges and agrees that it is responsible for any activities performed through the Web site using the assigned Access Codes. End-User agrees to notify Fieldprint in writing immediately if it wishes to deactivate or disable any Access Codes.

7. **Force Majeure**

Neither party shall be liable to the other nor be deemed to have defaulted under or breached this Agreement for any failures, errors, delays or other conditions or consequences arising from or caused by events beyond a party's control, including, without limitation, sabotage, terrorism, failures or delays in information technology and/or systems, equipment or communication, labor disputes, accidents, computer "hacking", computer viruses or acts of God or nature.

8. **Independent Contractors; Nonexclusive**

Fieldprint and End-User are independent contractors and will so represent themselves in all regards. Neither party may bind the other in any way. Nothing in this Agreement will be construed to make either party the agent or legal representative of the other or to make the parties partners or joint venturers.

9. **Survival of Rights**

The rights and responsibilities of sections 2 (fees, expenses/pass through costs), 4 (indemnification and liability), and 5(b) (confidentiality and data protection) shall survive the termination of this Agreement.

10. **Entire Agreement**

This Agreement represents the entire agreement between the parties and supersedes all prior and/or contemporaneous agreements, express or implied, oral or written, relating to the subject matter contained herein, and may not be modified or amended except in writing signed by authorized representatives of both parties.

11. **Governing Law**

This agreement will be governed by and construed in accordance with the laws of the State of Florida. 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 appropriate jurisdiction.

The parties hereby knowingly, voluntarily and intentionally waive any right it may have to trial by jury with respect to any litigation related to, arising out of, under, or in conjunction with this agreement.

12. **Binding Nature and Assignment**

This Agreement will be binding on the parties and their respective successors and permitted assigns. Except as provided herein, neither party has the power to assign this Agreement without the prior written consent of the other party, which shall not be unreasonably withheld. Should assignment be granted by the non-assigning party, the party assigning this Agreement shall remain fully liable for and shall not be relieved from the full performance of all obligations under this Agreement.

13. **Counterparts; Facsimile and Electronic Signatures**

This Agreement may be executed by exchange of signature pages by facsimile and/or or other "electronic signature" (as defined in the Electronic Signatures in Global and National Commerce Act of 2000) in a manner agreed upon by the parties hereto; and/or in any number of counterparts, each of which shall be an original as against any party whose signature appears thereon and all of which together shall constitute one and the same instrument.

14. **Notices**

All notices or other communications to be given hereunder shall be given in writing and delivered by (a) certified mail, return receipt requested, (b) personal delivery, (c) facsimile, or (d) express carrier addressed as follows:

If to Fieldprint:

Fieldprint, Inc.
Attention: N. Alexander Erlam, Esq.
400 Lippincott Drive, Suite 115
Marlton, NJ 08053
Telephone: (800) 369-2612, Ext. 2021
Facsimile: (856) 396-2503
Email: aerlam@fieldprint.com

If to End-User:

District School Board of Suwannee County
702 2nd Street NW
Live Oak, FL 32064
Telephone: (386) 647-4600
Facsimile: (386) 364-2635
Email: jascarborough@suwanneeschools.org

15. Public Records

Each Party shall maintain its own respective records and documents associated with this agreement in accordance with the records retention requirements and applicable public records. Each Party shall be responsible for compliance with any public documents request serve upon it pursuant to Section 119.07, Florida Statutes, and any resultant award of attorney's fees for non-compliance with the law.

IN WITNESS WHEREOF, the parties hereto have executed and delivered this Fingerprint Services Agreement by their duly authorized representatives to bind the parties by the terms hereof on the date first written above.

FIELDPRINT, INC.	**District School Board of Suwannee County**
BY:_____ Anthony D'Orazio CEO	BY:_____ Jerry A. Scarborough TITLE:_____ Superintendent of Schools

"Approved as to Form and Sufficiency

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

_____
Chairperson, Suwannee County School Board

Schedule A

STATEMENT OF WORK

Upon execution of this ***Statement of Work*** ("SOW") will confirm the mutual understanding and agreement of **District School Board of Suwannee County.** ("Provider") as to the terms and conditions pursuant to which Provider will perform the services described herein. Provider and **District School Board of Suwannee County** may be referred to herein as "party" and together as the "parties". The terms and conditions of this SOW are as follows:

A. This SOW is entered into by parties under the provisions of the Fingerprint Services Agreement between each of End-User and Provider and, except otherwise provided in this SOW, all provisions of the Fingerprint Services Agreement are applicable to and incorporated by reference into this SOW.

B. During the term of this SOW, Provider will perform the Services herein. Provider will be paid in accordance with the Schedule "B" found with the Fingerprint Services Agreement.

Provider Services/Process

Upon execution of the Fingerprint Services Agreement, provider agrees to provide a web registration process specific to the End-User applicants, collect demographic and biographic information required for "FDLE" fingerprint submission, invoice End-User for transactions submitted.

In regards to the Fieldprint Fingerprint Collection network, End-User applicants will be able to schedule fingerprint appointments and be fingerprinted in any of the Fieldprint locations throughout the United States.

In regards to the MyFieldprint Portal, Provider will issue usernames and passwords to the End-User in accordance with the user's access rights, provide the ability for the End-User requesters to query applicant information, enable portal users to verify applicant statuses, and enable End-User portal users to create reports, order statewide vendor badge and archive applicant data.

Fees

Fees: Our Fee for collecting and processing each fingerprint submission is:

1) **Electronic Prints** –

Employees:

$12.00 Fieldprint fingerprint Fee + $38.75 FDLE/FBI Fees Total: $50.75

The Fee covers the electronic collection of one (1) set of fingerprints submitted to FDLE.

Vendors:

$12.00 Fieldprint fingerprint Fee +$10.00 Fieldprint Badge Fee + $62.75 FDLE/FBI Fees

Total: $ 84.75

The Fee covers the electronic collection of one (1) set of fingerprints submitted to FDLE and production of the statewide vendor badge.

SUWANNEE COUNTY SCHOOL BOARD

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JERRY A. SCARBOROUGH
Superintendent of Schools

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

MEMORANDUM

TO: Jerry A. Scarborough, Superintendent of Schools

FROM: Bill Brothers, Director of Human Resources

THRU: Vickie DePratter, Chief Financial Officer
Ted Roush, Assistant Superintendent of Administration

DATE: November 30, 2015

RE: Agenda Item for the December 15, 2015, Regular Board Meeting

RECOMMENDATION:

Superintendent recommends approval of the following contract.

a. Contract # 2016-107 between Suwannee County School Board and Keiser University. (NEW)

BACKGROUND:

Student teaching and observation agreement between cooperating teacher and intern.

AFFILIATION AGREEMENT

THIS AGREEMENT, entered into this 24th day of November, 2015 by and between Keiser University – Tallahassee Campus(herein after referred to as the "SCHOOL") and Suwannee County School System a special tax district of the State of Florida, and an agency providing clinical facilities for health care (herein after referred to as "CLINICAL SITE"..

WITNESSETH

WHEREAS, The School provides courses of study in Occupational Therapy Assistant Program and Physical Therapy Assistant Program and **WHEREAS,** as part of its course study the **SCHOOL** desires the students to be provided with Clinical Practice at the CLINICAL SITE; and

WHEREAS, the CLINICAL SITE is willing to provide the necessary facilities for said Clinical Practice;
NOW, THEREFORE, for and in consideration of the premises and the mutual covenants and agreements herein contained, the parties hereto agree to the following terms and conditions:

1. The SCHOOL agrees to assume final responsibility for the educational experience, and grades of the students.

2. The SCHOOL will plan with the appropriate CLINICAL SITE staff personnel for the use of CLINICAL SITE facilities.

3. A SCHOOL member will be designated as being responsible for the coordination and implementation of the program of learning.

4. The SCHOOL for its part agrees to maintain for its faculty and students a policy of professional liability insurance, with a single limit of no less than $1,000,000. A Certificate of Insurance confirming this professional liability coverage will be supplied to the CLINICAL SITE upon execution of this Agreement and thereafter periodically upon the CLINICAL SITE request.

5. Students will provide proof of their own medical insurance upon being assigned to the CLINICAL SITE

6. The SCHOOL reserves the right to refuse or discontinue the placement of students if the CLINICAL SITE does not meet the professional educational requirements and standards of the SCHOOL.

7. The SCHOOL will recommend for placement at the CLINICAL SITE only those students who have earned a satisfactory record and have met the minimum requirements established by the SCHOOL.

8. The SCHOOL will provide the CLINICAL SITE with copies of current course outlines, course objectives, and curriculum philosophy, and a list of faculty and their qualifications when requested.

9. The CLINICAL SITE shall not be responsible for any compensation for services or expenses for medical, meals, travel or other incidental expenses incurred by SCHOOL students or faculty participating in the Program, nor shall the SCHOOL become obligated to the CLINICAL SITE or any member of its staff for any expenses or payment.

10. The SCHOOL'S students and faculty shall, at all times, be subject to and comply with all rules, regulations, procedures and policies of the CLINICAL SITE. All students shall respect the confidential nature of all information available to them with respect to CLINICAL SITE patients and records.

11. The SCHOOL'S students and faculty participating in the Program at the CLINICAL SITE shall, in no event, become nor be deemed to be employees, servants, or agents of the CLINICAL SITE, nor shall any person on the staff or administration of the CLINICAL SITE become nor be deemed to be an employee, servant or agent of the SCHOOL. The CLINICAL SITE is responsible for all health care rendered in its facility.

12. The SCHOOL and its students shall cooperate fully with the CLINICAL SITE with respect to physical examinations, vaccinations, and availability of health records of the SCHOOL'S students participating in the Program

13. Orientation to the CLINICAL SITE will be provided for the faculty prior to the commencement of the student's experience. Both parties to this Agreement shall agree upon orientation.

14. The CLINICAL SITE reserves the right to refuse or discontinue the availability of its facilities and services to any student who does not continuously meet professional or other requirements, qualifications and standards of the CLNICAL SITE as determined by CLINICAL SITE.

15. The CLINICAL SITE staff will participate in the supervision and teaching of student enrolled in the Program.

16. The SCHOOL and CLINICAL SITE agree that the determination of the number students to be assigned to the CLINICAL SITE will be a mutual decision based on variety of factors, including, but not limited to, staff, space availability and number's student enrolled in the curriculum.

17. The SCHOOL and CLINICAL SITE agree that this Agreement does not limit CLINICAL SITE to accept only students from the SCHOOL nor does the SCHOOL have to place its students only at the CLINICAL SITE.

18. There shall be planning meetings of the SCHOOL faculty and CLINICAL SITE prior to placement of students in the CLINICAL SITE.

19. The CLINICAL SITE and SCHOOL shall acquaint the students and faculty with policies, standards, rules and regulations of the CLINICAL SITE. In the event of inappropriate actions by the students, the CLINICAL SITE staff will notify the faculty in order that appropriate action may be taken by the SCHOOL.

20. The term of this Agreement shall remain in effect for one year from the date of the signature and therefore will automatically renew for one year terms until otherwise terminated by either party. The SCHOOL and the CLINICAL SITE acknowledge that a three (3) month or ninety (90) days written notice of termination be provided to either party, and/or assurance provided that students currently enrolled in the program are provided the opportunity to complete their clinical education. Notice under this paragraph shall be in writing and sent to the other party by registered mail.

21. This Agreement may not be modified or amended except in writing.

22. This Agreement will be governed by and construed in accordance with the laws of the State of Florida. 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 the 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.

23. Whenever any notice, demand or consent is required or permitted under this Agreement, such notice, demand or consent shall be given in writing and be delivered in person or mailed to the following address:

CLINICAL SITE:

Suwannee County School System
702 2nd Street NW
Live Oak
Fl 32064

SCHOOL:

Keiser University Tallahassee Campus
1700 Halstead Blvd
Tallahassee
Fl 32309

24. 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 119.07, Florida Statutes, and any resultant award of attorney's fees for non-compliance with that law.

IN WITNESS WHEREOF, CLINICAL SITE and SCHOOL have duly executed this Agreement

on the date first written above:

Suwannee County School System

By: _____ Date

Jerry A. Scarborough
Chairperson, Suwannee County School Board

Keiser University Tallahassee Campus

By: Maria Mead 11-24-15 Date

Campus President: Maria Mead
Keiser University –Tallahassee Campus

_____
Chairperson, Suwannee County School Board

"Approved as to Form and Sufficiency
BY_____
Leonard J. Dietzen, III
Rumberger, Kirk & Caldwell, P.A.
Suwannee School Board Attorney"

Keiser University
Joint Planning Form Fieldwork Level II
Occupational Therapy Assistant Program

Name of Facility: Shawnee District Schools

The OTA program's mission is to develop competent and ethical entry-level graduates. The OTA program requires ongoing collaboration with our community partners in order to infuse the curriculum with current practice. This form will evidence initial stages of OTA academic-practice collaboration between agencies. By initialing each box the Facility Fieldwork Educator assigned to the student:

1. Understands and agrees to the following objectives and how these address the OTA program's academic curriculum. ***OR***
2. Modifies the specific objective to reflect facility learning opportunities and informs the OTA program in order to develop a collaborative strategy to address curriculum standards. ***OR***
3. Includes a new written objective to substitute the initially established recommendation, if needed.

OTA Program Objectives The clinical supervisor (s) assigned to each student agrees to provide opportunities so that student may evidence the ability to:	**Clinical Facility** *(please initial if able to meet objectives or include modifications or revisions next to each)*
1. Follow facility guidelines, policies and procedures, general safety and universal precautions and supervisory expectations as outlined during orientation process in FW-2.	
2. Conduct self with professional behaviors as evidenced by use of proper attire, cleanliness, punctuality, attendance, reliability, good disposition and work habits, proactively ensuring a safe environment. Display these behaviors at all times.	
3. Articulate the basic tenets of the OT profession by educating others about the unique nature of occupation and its impact on health, by educating the consumer /general public/service providers about the clinical benefits of Occupational Therapy.	
4. Interact ethically with a variety of patients/consumers respecting their cultural and socio-economic differences as well as develop awareness and consideration of the diversity of occupational choices across the lifespan. Have a variety of clients assigned to caseload to meet cultural competence.	
5. Compare and contrast OT theoretical models being used to direct client intervention at facility. Clinically reason strategies that support the use of this model in patient treatment.	
6. Identify opportunities to address client deficits in areas of psychosocial factors and recommend positive changes to address these evidencing awareness and sensitivity to this aspect of occupational function/dysfunction.	
7. Practice standardized assessment processes as deemed competent by CI. Observe and implement additional evaluation methods as determined by CI including but not limited to initial interviews, screenings, non-standardized evaluations or reassessments.	
8. Practice and implement treatment techniques as determined by clinical supervisor, in an ethical and safe manner. Allow for practice of the treatment continuum from preparatory activities, purposeful activities and occupation-based practice.	
9. Model skills the therapist/supervisor uses to elicit/facilitate client engagement in treatment, included but not limited to :	

therapeutic use of self, use of media/modalities, environmental /contextual modifications and activity gradations and group process. Develop independence in therapeutic skills.	
10. Employ clinical reasoning skills (procedural and narrative) in order to prioritize client treatment issues. Clearly articulate clinical reasoning to CI and team.	
11. Develop a client caseload by displaying competent treatment techniques grounded in clinical reasoning and supported by professional behaviors. Assigned caseload as determined by CI.	
12. Distinguish the role of the COTA/OTR and other team members at the clinical setting. Evidence understanding of a COTA's role by seeking line-of-vision supervision and evidencing knowledge of OT standards of practice with legal and ethical implications. Seeks supervision for professional development.	
13. Practice reimbursement processes, procedures, billing, service delivery including quality assurance monitoring and programmatic changes when possible. Can identify ethical, legal, socio-political and economic implications of changes in patient care relevant to the facility and OT program.	
14. Demonstrate proficient professional written and verbal communication through participation and interaction with team members, client and significant others, completion of clinical documentation and any additional assignments as deemed necessary by clinical supervisor.	
15. Complete duties and responsibilities as assigned by clinical supervisor. Demonstrates independent learning by seeking additional educational opportunities available at site.	
16. Conduct evidence based research in order to support clinical practice and collaborate with professional enhancement efforts in facility.	
17. Display necessary behaviors to pass the AOTA FWPE, to be completed by clinical supervisor at mid-term and final stage of experience.	
18. Complete the facility evaluation in a comprehensive manner displaying ethical behaviors.	
19. Complete scheduled hours as approved by facility in agreement with Keiser University's OTA program, as evidenced by supervisor's co- signature on official weekly time sheet.	
20. Additional educational objectives as proposed by facility can be found in attached page.	

Statement of Understanding

Revision and signature on this document evidences the ability to integrate the OTA programs academic/curriculum objectives with the learning activities offered in fieldwork level-2. My signature evidences that the nature of the relationship between both agencies is that of a partnership in the educational process, therefore any concerns or feedback (both positive and negative), will be discussed and resolved with the AFWC.

AFWC OTA Program KU _____ Facility representative _____ Date _____

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JERRY A. SCARBOROUGH
Superintendent of Schools

JERRY TAYLOR
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DISTRICT 2
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RONALD WHITE
DISTRICT 5
LEONARD J. DIETZEN, III
BOARD ATTORNEY

MEMORANDUM

TO: Jerry A. Scarborough, Superintendent of Schools

FROM: Bill Brothers, Director of Human Resources

THRU: Vickie DePratter, Chief Financial Officer
Ted Roush, Assistant Superintendent of Administration

DATE: November 30, 2015

RE: Agenda Item for the December 15, 2015, Regular Board Meeting

RECOMMENDATION:

Superintendent recommends approval of the following contract.

a. Contract # 2016-110 between Suwannee County School Board and Western Governor's University. (NEW)

BACKGROUND:

Student teaching and observation agreement between cooperating teacher and intern.

Western Governors University
4001 South 700 East, Suite 700, SLC, UT 84107

STUDENT TEACHING AFFILIATION AGREEMENT

This Student Teaching Affiliation Agreement ("Agreement") is entered into this 15th day of December, 2015 ("Effective Date") by and between Western Governors University, a Utah non-profit corporation ("WGU"), and Suwannee County School District ("District").

Recitals

WGU is regionally accredited by the Northwest Commission on Colleges and Universities. The WGU Teacher Education programs are further accredited by the National Council for the Accreditation of Teacher Education (NCATE);

WGU conducts teacher training programs leading to degrees and desires to obtain student teaching experiences for the teacher candidates enrolled in its educational programs; and

The District recognizes the need for and desires to aid in the educational development of student teachers and is willing to make its premises available for such purposes.

Agreement

In consideration of the foregoing premises, the mutual covenants and agreements set forth herein, and other good and valuable consideration, WGU and the District agree as follows:

A. Definitions

1. "Teacher Candidate" shall refer to a student enrolled in a program at WGU leading to an education credential.

2. "Host Teacher" shall refer to a District employee who is the teacher-of-record in the classroom where the Teacher Candidate is assigned. A Host Teacher may or may not be a Clinical Supervisor.

3. "Clinical Supervisor" shall refer to a present or former employee of the District, retired educator, or any other individual meeting the criteria of "supervisor" established by WGU for this position, and engaged by WGU or the District to supervise Teacher Candidate progress. WGU shall be responsible for the selection, assignment, and compensation of Clinical Supervisors.

4. "Student Teaching" shall refer to the active participation by a Teacher Candidate in the duties and functions of classroom teaching under the direct supervision and instruction of a Host Teacher and/or Clinical Supervisor.

5. "Student Teaching Assignment" shall refer to the greater of the WGU 12-week requirement (16 weeks for special education assignments) or the State's and/or District's minimum requirement for Student Teaching. Student Teaching shall satisfy all WGU and State requirements.

B. WGU Responsibilities

1. Selection of Students. WGU shall be responsible for the selection of qualified Teacher Candidates with the appropriate educational background and skills to participate in the Student Teaching Assignment.

2. Education of Students. WGU shall assume full responsibility for the education of its Teacher Candidates, monitoring and evaluating individual Teacher Candidate progress, the administration of the program, the curriculum content, matriculation requirements, and other issues required by its Student Teaching program.

3. Clinical Supervisor. The District or WGU shall appoint a Clinical Supervisor who shall observe Teacher Candidates in the classroom on six separate occasions during a Student Teaching Assignment and will assess the Teacher Candidate's progress toward mastery of teaching competencies.

4. Host Teacher Compensation. If District policies allow, WGU shall compensate either the District or Host Teacher **$150.00 per Teacher Candidate** for the services described in this Agreement. The District acknowledges that the issuance of such compensation directly to the Host Teacher will not render the Host Teacher an employee or agent of WGU. No Host Teacher compensation will be provided where a Teacher Candidate acts as teacher-of-record within the District.

5. Clinical Supervisor Compensation. If the Clinical Supervisors are employees of the District, WGU shall compensate either the District or the Clinical Supervisors **$500.00 per Teacher Candidate** for Clinical Supervisor services. The District acknowledges that where District policies allow the issuance of such compensation directly to employee Clinical Supervisors, WGU may contract directly with those individuals for Clinical Supervisor services.

6. Compensation upon Termination of Assignment. In the event a Student Teaching Assignment is terminated prior to completion, compensation for Host Teacher and Clinical Supervisor services shall be pro-rated to the number of weeks completed.

7. Background Check. WGU shall require each Teacher Candidate to submit to a complete background check, including criminal history, as a condition of Student Teaching. District shall inform WGU of the acceptable background check requirements. WGU shall attest to District that a background check has been completed for each Teacher Candidate recommended for a Student Teaching Assignment.

8. Representations. WGU represents that each Teacher Candidate assigned to the District for Student Teaching is validly enrolled in an approved WGU credentialing program and meets the District's background requirements. WGU makes no other representation, express or implied, about, or assumes any responsibility for, the Teacher Candidate's fitness or qualification to participate in the Student Teaching Assignment. Nothing in this Agreement shall be construed as a delegation by the District to WGU of any of the District's duties and responsibilities for operation or supervision of the school or classes of the District.

C. District Responsibilities

1. Host Teacher. The District shall provide the Teacher Candidate with Student Teaching experience in a school and classes of the District under the direct supervision and instruction of a Host Teacher.

2. Access for Clinical Supervisor. The District shall allow the Clinical Supervisor on-going access to the host school and classroom for the specific purpose of observing the Teacher Candidate.

3. District Policies. The District shall provide Teacher Candidates with any of the District policies and procedures to which Teacher Candidates are expected to adhere during Student Teaching Assignments and while on District premises.

4. Right to Accept or Terminate. The District may refuse to accept for placement, or may terminate the Student Teaching Assignment, of any Teacher Candidate based upon its good faith determination that the Teacher Candidate is not meeting performance standards or is otherwise deemed unacceptable to the District. Notices of such decisions shall be provided to WGU in writing and shall state the reasons for such decision. When possible, District shall make reasonable efforts to consult with WGU prior to terminating the assignment of a Teacher Candidate.

5. Evaluations. The District, through the involvement of the Host Teacher, shall participate with the Clinical Supervisor and the Teacher Candidate in two evaluations of Teacher Candidates: one mid-way through the Student Teaching Assignment, and another at the end. WGU shall be responsible for the format of the evaluations.

6. Facilitation of Professional Development. The District shall facilitate Teacher Candidate professional development through educational assignments and shall make available an appropriate working environment, including adequate space, equipment, and supplies to meet the objectives of training.

D. Insurance and Indemnification

1. WGU Insurance. WGU shall provide and maintain general liability insurance in the minimum amounts of $1,000,000 per occurrence and $2,000,000 in the aggregate and, upon request of the District, shall furnish proof thereof in the form of a certificate of insurance. WGU shall maintain at its sole expense workers' compensation insurance for participating Teacher Candidates.

2. Professional Liability Insurance. Teacher Candidates will be responsible for procuring and maintaining professional liability insurance at their own expense. The limits of the policy shall be a minimum of $1,000,000 per occurrence and $3,000,000 in the aggregate. Such policy shall remain in full force and effect for the duration of the Student Teaching Assignment.

3. District Insurance. Upon request, District shall provide evidence that it is self-insured or maintains adequate general liability insurance coverage to satisfy the requirements of this Agreement.

4. Indemnification. WGU shall hold harmless, defend and indemnify District and its elected and appointed governing board members, officers, employees, and agents from any and all losses, claims, damages (including costs and attorney's fees), or causes of action arising from any negligent or willful acts or omissions of WGU, its officers, employees, or Teacher Candidates incurred in the performance of this Agreement. To the extent allowed by law or District policies, District shall hold harmless, defend and indemnify WGU and its officers, employees, and agents from any and all losses, claims, damages (including costs and attorney's fees), or causes of action arising from the gross negligence or willful act of the District, its officers, employees, students, or agents incurred in the performance of this Agreement or in the unlawful refusal to accept a Teacher Candidate.

5. Sovereign Immunity. Nothing contained in this Agreement shall be interpreted or construed to mean that the Client waives its common law sovereign immunity or the limits of liability set forth in Florida statutes.

E. Mutual Terms and Conditions

1. Term. This Agreement shall commence on the Effective Date and shall continue until such time as either party gives the other party thirty (30) days written notice of its intent to terminate the Agreement; provided, however, that all Teacher Candidates at the District as of the date of such notice shall be permitted to complete their Student Teaching Assignment.

2. Educational Records.

a. Teacher Candidate Records. The District acknowledges that the education records of assigned Teacher Candidates are protected by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. §1232g. The Parties agree to comply with the requirements of FERPA and its implementing regulations at 34 C.F.R. Part 99 and to protect the privacy of education records concerning any Teacher Candidate assigned to the District under this Agreement. As a result of this Agreement, District shall be considered to be a "school official" of WGU and may transmit, share, or disclose education records, including evaluations and attendance records of Teacher Candidates, without the Teacher Candidate's written consent to other school officials of WGU who have a legitimate educational interest in the records.

b. District Student Records. WGU shall instruct Teacher Candidates of the necessity of maintaining the confidentiality of all District student records. The District shall not grant Teacher Candidates or WGU employees access to individually identifiable student information unless the affected student's parent or guardian has first given written consent using a form approved by District that complies with FERPA and other applicable law.

3. Designation of Representative. Each party shall designate a representative to serve as a point of contact between the parties for communication and coordination of Student Teaching Assignments.

4. Status of Parties. Nothing in this Agreement is intended to or shall be construed to constitute an agency, employer/employee, partnership, or fiduciary relationship between the parties.

5. Non-Discrimination. Both parties agree to fully comply with all applicable non-discrimination laws of the District's state and municipality, and of the United States. Both parties will accept, assign, supervise and evaluate qualified Teacher Candidates regardless of race, sex, sexual orientation, creed, national origin, age, disability, Vietnam-era veteran status, or any other basis protected by law.

6. Notices. All notices given under this Agreement shall be in writing and sent to the address listed at the end of this Agreement, and shall be effective upon receipt if delivered by personal or overnight delivery, facsimile, or e-mail transmission, or effective five (5) days after being placed in the United States mail, postage pre-paid.

7. Arbitration. The parties agree that disputes arising hereunder shall be subject to arbitration pursuant to the rules of the American Arbitration Association and judgment upon the award may be enforced in Suwannee County court of competent jurisdiction. . All arbitration activities shall be conducted via telephone and/or video conference.

8. Entire Agreement and Severability. This Agreement represents the entire understanding between the parties and supersedes all prior oral or written agreements, and no modification or change to the Agreement shall be valid unless the same is in writing and signed by both parties. The invalidity of any provision of this Agreement will not affect the validity of any other provisions. No Teacher Candidate or other third party shall be a beneficiary of, or have any right to enforce the terms of this Agreement.

9. General Provisions. This Agreement: (i) shall be binding and enforceable by the parties hereto and their respective legal representatives, successors, or assigns; and (ii) may be executed in two or more counterparts including by facsimile or scanned image, each of which shall be deemed an original, but all of which shall constitute one and the same instrument.

IN WITNESS WHEREOF, the parties have executed this Agreement effective the day and year first above written.

Western Governors University ("WGU")

By: _____
Title: Field Placement Manager
Date: 30 Nov 15

For notice purposes, contact:

Placement Specialist
Western Governors University
4001 South 700 East, Suite 700
Salt Lake City, UT 84107-2533
Phone: (801) 428-5217
Fax: (801) 401-7961

Suwannee County School District ("District")

By: _____
Title: Jerry A. Scarborough, Superintendent
Date: _____

By: _____
Title: Ed daSilva, Board Chairman

For notice purposes, contact:
Name: Jerry A. Scarborough
Title: Superintendent of Schools
District: Suwannee County School District
Street: 702 2nd Street, NW
City/State/Zip: Live Oak, FL 32064
Phone: 386-647-4600
Fax: 386-364-2635

"Approved as to Form and Sufficiency
BY _____
Leonard J. Dietzen, III
Rumberger, Kirk & Caldwell, P.A.
Suwannee School Board Attorney"

Email: jascarborough@suwanneeschools.org

SUWANNEE COUNTY SCHOOL BOARD

Serving The Children Of Our Community

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

JERRY A. SCARBOROUGH
Superintendent of Schools

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

MEMORANDUM

TO: Jerry A. Scarborough, Superintendent of Schools

FROM: Bill Brothers, Director of Human Resources

DATE: December 1, 2015

RE: Personnel Changes List for December 15, 2015, Regular Meeting

RECOMMENDATION:

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

SUWANNEE COUNTY SCHOOL BOARD
Personnel Changes
December 15, 2015

TO: District School Board of Suwannee County
FROM: Jerry A. Scarborough
Jerry A. Scarborough, Superintendent

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

RETIREMENT: INSTRUCTIONAL:

Suwannee Primary School:
Debbie Mixon, teacher, effective January 4, 2016

RETIREMENT: NON-INSTRUCTIONAL:

Suwannee High School:
Susan Brown, school secretary, effective January 4, 2016

RESIGNATIONS: INSTRUCTIONAL:

Suwannee Intermediate School:
Karri Strong-Mercer, teacher, effective December 1, 2015
Shahna Schultz, teacher, effective January 4, 2016

RESIGNATIONS: NON-INSTRUCTIONAL:

Suwannee High School:
Matthew Jackson, paraprofessional, effective November 21, 2015
Jennifer Prevatt, paraprofessional, effective December 1, 2015

Facilities Department:
Dennis Hollon, crossing guard, effective November 30, 2015

RECOMMENDATIONS: INSTRUCTIONAL:

Suwannee Middle School:
Yomaris Vega, teacher, temporary, effective January 4, 2016
REPLACES: Melissa Brinson

Suwannee Primary School:
Lauren Jenkins, teacher, effective November 16, 2015
REPLACES: Danielle Ovando

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

Suwannee Middle School
Rebecca Monroe, teacher, November 3, 2015, for a total of 1.75 hours.

SUWANNEE-HAMILTON TECHNICAL CENTER:
PART-TIME/HOURLY EMPLOYEE

COMMUNITY EDUCATION (pending class enrollment)

Mary Kay Dunaway Wreath Making and Floral Design

SUPPLEMENTARY:

NAME	POSITION	LOCATION	REPLACES
Brooke Johnson	Middle School Girls' Basketball	BHS	M. Sikes
Carl Manna	Marching Band Director	BHS	
Dan Taylor	Drama Instructor	BHS	
Karen Koon	Academic Sponsor	BHS	
Lawanna Gaylard	Class Sponsor	BHS	
Pamela Cassube	Class Sponsor	BHS	
Angel Hill	Class Sponsor	BHS	
Cynthia Frye	Class Sponsor	BHS	J. Dees
Angel Hill	Yearbook	BHS	
Julianna Dees	FCCLA Sponsor	BHS	
Stacy Young	FFA Advisor	BHS	
John Abersold	Middle School FFA Advisor	BHS	
Linda Whitley	Varsity Cheerleader Sponsor	BHS	
Kelsey McCormick	JV Cheerleader Sponsor	BHS	
April Green	Varsity Volleyball	SHS	
Darrell Curls	Bowling	SHS	
Stephen Morgan	Swimming	SHS	
Debbie Durden	Assistant Swimming	SHS	
Damon Wooley	Boys' Golf	SHS	
Matthew Campbell	Girls' Golf	SHS	
Traci Green	JV cheerleading	SHS	
Tommy Brett	JV Girls' Soccer Coach	SHS	D. Mabey

Jose Segura	Assistant Boys' Soccer	SHS
Jenny Hurst	Class Sponsor	SHS
Vanessa Menhennett	Class Sponsor	SHS
Emily Bass	Class Sponsor	SHS
Abigail Rodriguez	Class Sponsor (split)	SHS
Tamara Burt	Class Sponsor (split)	SHS
Deborah Kleinsmith	NJROTC Instructor	SHS
Douglas Aukerman	NJROTC Instructor	SHS
Michael Pate	Academic Sponsor	SHS
Violet Noyes	Yearbook Sponsor	SHS
Sherry Dean	Drama Instructor	SHS
Jenny Hurst	HOSA Advisor	SHS
Travis Tuten	FFA Advisor	SHS
Mary Ward	FFA Advisor	SHS
Pamela Williams	Cheerleader Sponsor (Basketball)	SHS
Abigail Rodriguez	Dance Troupe Sponsor	SHS
Abigail Rodriguez	Auxiliary Sponsor	SHS
Kelly Waters	Majorette Sponsor	SHS
Stacey Gindlesperger	Band Director	SHS
Nicole Furst	Assistant Band Director	SHS
Traci Green	Cheerleader Sponsor (Football)	SHS
Pamela Williams	Cheerleader Sponsor (Football)	SHS
Josh Jacobson	Offensive Coordinator	SHS
Frank Allen	Varsity Football Assistant	SHS
Richard Allen	Varsity Football Assistant	SHS
Matt Yancey	Varsity Football Assistant	SHS
Chad Bonds	Varsity Football Assistant	SHS
Matt Jackson	Varsity Football Assistant	SHS
Brock Canaday	Varsity Football Assistant	SHS
Jimmy Jackson	Varsity Football Assistant	SHS
Glen Green	JV Football Assistant	SHS
Jeremy Ulmer	Boys' Head Basketball	SHS
Jimmie Taylor	Boys' Assistant Basketball	SHS
Brian Bullock	Girls' Head Basketball	SHS
Althea Owens	Girls' JV Basketball Coach	SHS
Alex Cameron	Boys' Assistant Basketball	SHS
Terry Mixon	Head Baseball	SHS
Glen Green	Assistant Baseball	SHS
Chad Bonds	Assistant Baseball	SHS
Matt Campbell	JV Baseball	SHS
Matt Jackson	Boys' Track	SHS

Eric Rodriguez	Girls' Track	SHS	
Paul Horn	Wrestling	SHS	
Jason Langston	Assistant Wrestling	SHS	
Katherine Haney	Girls' Tennis	SHS	
Katherine Haney	Boys' Tennis	SHS	
Damon Wooley	Boys' Golf	SHS	
Matt Campbell	Girls' Golf	SHS	
April Green	Volleyball	SHS	
Brian Bullock	Assistant Volleyball	SHS	
Josh Jacobson	Boys' Weightlifting	SHS	
Jeff Smith	Head Softball	SHS	
*Billy McClelland	Assistant Softball	SHS	*pending certification
Tim Smith	JV Softball	SHS	
Katie Kinsey	Assistant Softball	SHS	
Darrell Curls	Boys' Soccer	SHS	
*Jenny Prevatt	Girls' Soccer	SHS	*pending certification
William Hall	Boys' JV Soccer	SHS	M. Saleh
Eric Rodriguez	Girls' Cross Country	SHS	
Marcia Boatright	Instructional Leadership	SIS	
Kathy Wood	Instructional Leadership	SIS	
Kim Warren	Instructional Leadership	SIS	
Krystal Cundiff	Instructional Leadership	SIS	
Theda Roper	Instructional Leadership	SIS	
Janice Diaz-Reyes	Instructional Leadership	SIS	
Kristy Chauncey	Instructional Leadership	SIS	
Traci Kirby	Instructional Leadership	SIS	
Pam Hendrick	Instructional Leadership	SIS	
Jenna Garrett	Assistant Girls' Basketball	SMS	
Kaitlin VanHeusen	Middle School FFA Advisor	SMS	
Jimmy McCullers	Intramural Basketball	SMS	

MENTORS:

The following to serve as mentors:

Teacher	Beginning Teacher	Location	
Abby Warren	Ana Delgado	BHS	PECDS
Traci Kirby	Jessica Davis	SIS	
Ruth Roberson	Chelsea Burgess	SIS	

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

Kelley Humphries
Travis Howard
Sue Schnicker
Donna Rightmire
Lacey Van Etta
Julie Griswold

RECOMMENDATIONS: NON-INSTRUCTIONAL/SCHOOL RELATED:

Suwannee High School:
Anthony Jones, paraprofessional, effective December 8, 2015
REPLACES: Matt Jackson

IT Department
Edmund Thompson, IT Technician, effective November 30, 2015
REPLACES: Robin Taylor

Transportation Department
Tyrone Ansley, bus driver, effective November 10, 2015
REPLACES: Tim Bennett

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

Branford High School:
Sara Griffith, head custodian, July 9, 20-24 and 27-29, for a total of 80 hours

Branford Elementary School Food Service:
Crystal Cox, food service worker, November 6-17, 2015, for a total of 42 hours

Transportation Department:
Sharna Blanco, bus driver, September 3 and 4, November 12, 13, 16, 17, 18, 19, and 20, 2015, for a total of 40 hours

Haddie Mann, bus driver, April 15 &16, and May 5 through May 8, 2015, for a total of 24 hours

LEAVE OF ABSENCE (MATERNITY):

Suwannee Middle School:
Ashley Skelly, School Secretary, tentatively February 29, 2016, through May 20, 2016, using days as needed for insurance purposes, with the option of returning sooner if released by her doctor.

LEAVE OF ABSENCE (MEDICAL):
Sharan Dedge, paraprofessional, November 30, 2015 through June 6, 2016, using days as needed for insurance purposes, with the option of returning sooner if released by her doctor

Transportation Department
Tina Johns, bus driver, November 9, 2015, through June 2, 2016, using days as needed for insurance purposes, with the option of returning sooner if released by her doctor

SUBSTITUTES

School Nurse:
Amanda Evans

Transportation Department:

James Stratton	bus attendant
James Stratton	bus driver
James Voiles	bus driver

SUSPENSION

Suwannee High School
Jennifer Prevatt, paraprofessional, November 19-20, 2015, suspension without pay

VOLUNTEERS:

Charles Adams
Maydin Baez
Laura Baker
Erika Barga
Leanna Bell
Kaycie Blanton
Daniel Bruno
Bernadette Bund
Amber Burress
Kelly Carter
Barbara Chewning
Jacqueline Christenson
Anthony Corpora
Melissa Cox
Shirley Cribbs
April Darling
Donna Ellison
Laqretta Gross
Melinda Guthrie
Travis Harris
Lana Herdon
Lissette Hill
Rodney Howard
Kimberly Howard
Kelley Humphries
Myrtice Martel

Donna Miles
Lindsay Nettles
Erika Perez
Kathleen Petri
Arnold Philmore
Lori Rogers
Cassie Shuler
Cynthia Smith
Rebecca Talbutt
Timothy Taylor
Amanda Watson
Sherri Williams
Allyson Zollo

End of List
2015-2016
School Year