

AGENDA

SPECIAL SCHOOL BOARD MEETING

GADSDEN COUNTY SCHOOL BOARD
MAX D. WALKER ADMINISTRATION BUILDING
35 MARTIN LUTHER KING, JR. BLVD.
QUINCY, FLORIDA

May 30, 2017

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

1. CALL TO ORDER
2. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions) **SEE PAGE #3**
 - a. Personnel 2016 - 2017
ACTION REQUESTED: The Superintendent recommends approval.
 - b. Personnel 2017 – 2018
ACTION REQUESTED: The Superintendent recommends approval.
3. AGREEMENTS/CONTRACTS
 - a. 2017 – 2018 Dual Enrollment Articulation Agreement – **SEE PAGE #9**
Fund Source: N/A
Amount: N/A
ACTION REQUESTED: The Superintendent recommends approval.
4. EDUCATIONAL ISSUES
 - a. Rebranding East Gadsden High School Name – **SEE PAGE #25**
Fund Source: N/A
Amount: N/A
ACTION REQUESTED: The Superintendent recommends approval.
 - b. Rebranding East Gadsden High School Mascot – **SEE PAGE #26**
Fund Source: N/A
Amount: N/A
ACTION REQUESTED: The Superintendent recommends approval.

- c. Rebranding East Gadsden High School Colors –**SEE PAGE #27**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

5. CONSIDERATION, PROPOSAL, AND/OR ADOPTION OF ADMINISTRATIVE RULES AND RELATED MATTERS

- a. Approval of Job Descriptions – **SEE PAGE #28**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

- 6. EDUCATIONAL ITEMS BY THE SUPERINTENDENT
- 7. SCHOOL BOARD REQUESTS AND CONCERNS
- 8. ADJOURNMENT

THE SCHOOL BOARD OF GADSDEN COUNTY

2a & b



35 Martin Luther King, Jr. Blvd
Quincy, Florida 32351
Main: (850) 627-9651 or Fax: (850) 627-2760
www.gcps.k12.fl.us

Roger P. Milton
Superintendent
rmilton@gcpsmail.com

"Putting Children First"

May 30, 2017

The School Board of
Gadsden County, Florida
Quincy, Florida 32351

Dear School Board Members:

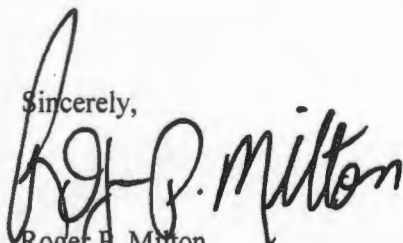
I am recommending that the attached list of personnel actions be approved, as indicated. I further recommend that all appointments to grant positions be contingent upon funding.

Item 2A Instructional and Non-Instructional Personnel 2016-2017
Item 2B Instructional and Non-Instructional Personnel 2017-2018

The following reflects the total number of full-time employees in this school district for the 2016-2017 school term, as of May 30, 2017.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees May 2017</u>
Classroom Teachers and Other Certified	120 & 130	359.00
Administrators	110	46.00
Non-Instructional	150, 160, & 170	377.00
		<u>782.00</u>

Sincerely,


Roger P. Milton
Superintendent of Schools

Audrey Lewis
DISTRICT NO. 1
Havana, FL 32333
Midway, FL 32343

Steve Scott
DISTRICT NO. 2
Quincy, FL 32351
Havana, FL 32333

Isaac Simmons, Jr.
DISTRICT NO. 3
Chattahoochee, FL 323324
Greensboro, FL 32330

Charlie D. Frost
DISTRICT NO. 4
Gretna, FL 32332
Quincy, FL 32352

Tyrone D. Smith
DISTRICT NO. 5
Quincy, FL 32351

AGENDA ITEM 2A, INSTRUCTIONAL AND NON INSTRUCTIONAL 2016/2017

NON-INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Jackson, Juliette	EGHS	Principal	06/01/2017
Jackson, Willie	JASMS	Principal	07/01/2017
Peterson, Ronald	GWM	Principal	07/01/2017
Rittman-Jackson, Debra	District	Account Clerk	05/08/2017
Villegas, Rosa	JASMS	Secretary	05/29/2017

REQUESTS FOR LEAVE, RESIGNATION, TRANSFERS, RETIREMENTS, TERMINATIONS OF EMPLOYMENT:

<u>RESIGNATION</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Adams, Franquia	HMS	Teacher	06/05/2017
Alford, Christopher	HMS	Teacher	06/05/2017
Logue, June	GBES	Teacher	06/05/2017
Niekus, Shirley	EGHS	Teacher	06/05/2017
Willis, Patsy	GBES	Teacher	05/05/2017
Villegas, Rosa*	GRES	Ed. Paraprofessional	05/29/2017

*Resigned to accept another position within the District.

<u>TRANSFERS</u>	<u>Location/Position</u>	<u>Location/Position</u>	<u>Effective Date</u>
<u>Name</u>	<u>Transferring From</u>	<u>Transferring To</u>	
Lanier, Mary	JASMS/Secretary	District/Receptionist	05/29/2017

<u>RETIREMENT</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Jones, Martha	SSES	SFS Worker	06/30/2017

<u>D.R.O.P. RETIREMENT</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Monroe, Janice	SJES	Teacher	06/30/2017
Powell-Jones, Gracie	SSES	Teacher	06/30/2017
Roberts, Carolyn	HMS	SFS Worker	06/30/2017
Willis, Debbie	GRES	Teacher	06/30/2017

AGENDA ITEM 2B, INSTRUCTIONAL AND NON INSTRUCTIONAL 2017/2018

ADMINISTRATION

<u>ADMINISTRATION</u>	<u>Location</u>	<u>Position</u>
Akins, Zola	GBES	Assistant Principal
Brown, Germaine	GWM	Assistant Principal
Bulger, Evonski	GTI	Assistant Principal
Davis, Allysun	GEMS	Principal
Denson, Valencia	CES	Principal
Dixon, Abbye	JASMS	Assistant Principal
Dowdell, Keith	EGHS	Assistant Principal
Franklin, Michael	HMS	Assistant Principal
Frazier-Lee, Laronda	GCA	Principal
Grant, Myra	CPA	Assistant Principal
Harris, Curlie	SSES	Assistant Principal
Jackson, Delshuana	HMS	Principal
Jackson, Sonya	WGMS	Principal
Jones, Pamela	EGHS	Assistant Principal
Moody, Cheryl	WGMS	Assistant Principal
Pace, Joseph	WGMS	Assistant Principal
Pitts, Stephen	GBES	Principal
Robinson, Lisa	SSES	Principal
Stokes, Maurice	EGHS	Assistant Principal
Weeks, Kameelah	HMS	Assistant Principal
Wells, Carla	JASMS	Assistant Principal
West, Pauline	CPA	Principal

DISTRICT PERSONNEL

Administration

Hightower, Pink	Area Director for Support Services	District
James, Bruce	Inventory Control Specialist	District
Kauffman, Thomas	Assistant Comptroller	District/Business and Finance
Gay, Gerald	District	Director, Transportation
Harden, Carolyn	Head Start/Pre-K	Supervisor
Hopkins, Beatrice*	District	Director, Americorps
Hunter, William	Maintenance	Director, Facilities
Mays, LaClarence	Budget Manager	District/Business and Finance
Richardson, Curtis	District	Coordinator
Thomas, Sharon	District	Director, ESE
Williams, Marshall	District	Coordinator, 21 st Century
Wiggins, Sheantika	Media and Technology	Director

*Grant ends in September

District

Akins, Cedric
Akins, Deborah
Alday, Shirley
Anderson, Millie
Bascom, Chinita
Black, Rutha
Brock, Mary
Brown-Byrd, Stephanie
Bulger, Sharon
Butler, Martha
Daniels, Anitria
Davis, Mary
Davis, Melanie
Ellison, Cheryl
Estrada, Jaquelin
Francis, Lealer
Geathers, Amanda
Hale, Desmona
Henry, Felita
Herring, Regina
Hills, Kecia
Hutley, Carlos
Jackson, Hilda
Jackson, Rolanda
James, Bruce
Kent, Joseph
Kimble, Joann
Maxwell, Janice
McCall, Wanda
McKinnon, Caroline
McGriff-West, Anna
Milton, Paula
Price, Demarius
Rittman-Jackson, Debra
Robinson, Crystal
Robinson, Sandra
Sierra, Nancy
Suber, Angela
Thomas, Jeannette
Thomas Johnny
Thomas, Kenneth
Williams, Parish
Youmans, Darlean

Media and Technology
District
Business and Finance
ESE
ESE
Media/Technology
ESE
Business and Finance
Personnel
Administration
Media and Technology
Administration
School Food Service
Administration
Federal Programs
ESE
ESE
Media/Technology
ESE
ESE
ESE
Media/Technology
ESE
Administration
Business and Finance
Media/Technology
Federal Programs
ESE
Business and Finance
District
Business and Finance
School Food Service
District
Business and Finance
Business and Finance
Personnel
Personnel
ESE
Federal Programs
Media/Technology
Media/Technology
ESE
Media/Technology

Technician
Secretary
Account Clerk
Program Specialist
Program Specialist
Computer Programmer
Employment Specialist
Account Clerk
Secretary, Staff Development
Administrative Assistant
Staff Assistant
Administrative Assistant
Coordinator, SFS
Program Assistant
Administrative Assistant
Administrative Assistant
School Psychologist
System Support Specialist
School Psychologist
Computer Operator
Visiting Teacher
Technician
Program Specialist
Visiting Teacher
Inventory Control Specialist
Technology Training Specialist
Program Assistant
Employment Specialist
Account Clerk
Coordinator, Assessment
Account Clerk
Coordinator, SFS
Inventory Intake Specialist
Account Clerk
Account Clerk
Human Resources Specialist
Staff Development Assistant
Computer Operator
Supervisor, Title I
Network Coordinator
Technology Training Specialist
Program Specialist
Coordinator, Technology

Hall, Bethany (PT)*
*Grant ends in September

Americorps

Coordinator, Americorps

NP

Farlin, Anthony
Riggins, Larissa

NA

Stevens, James

INSTRUCTIONAL
PROFESSIONAL

Bates-Jackson, Erica
Clark, Linda
Graham, Sarah
Howard, Darrell
Hutley-Figgers, Latisha
Kirkland, Earnest
Roberts, Loretta
Rosier, Carolyn
Thomas, Linda
Thomas-Gilliam, Roslyn
Weeks, Dawn

INSTRUCTIONAL
ANNUAL SERVICE

Adams, Tracy	Davis-Sweet, Eva	House, Ira	Nolan, Diane
Adeyemin, Oluwatosin	Dawson, Lydia	Howard, Abdul	O'Bryan, Katie
Akers, Bridget	Domingos, Claretta	Hurdle, Adam	Peoples, Twyla
Ali, Rosita	Dortch, Prudence	Hughes, Katanga	Perkins, Sophia
Allen, Anita	Drake, Doris	Husvar, Jennifer	Pierre, Precillia
Amin, Roshni	Dudley, Karema	Ivery, Cherkieza	Pinkston, Josief
Ancion, Josemane	Estelle, Randall	James, Anthony	Powell, Mariana
Augustin, Ruth	Falconer, Jerome	James, Tricia	Pratt, Michael
Bailey, Latrisa	Farmer, Claudette	Jessie, Kendra	Pridgen, Matthew
Baker, Chloe	Formman, Keyshonara	Johnson, Gregory	Pruitt, Shonda
Baker, Sharita	Foxx-Smith, Yolanda	Jones, Dasheona	Rambosk, Peggy
Barnes, Linda	Francois, Stephanie	Jones, Mariah	Ray, Michael
Battles, Linda	Franzier, Sanura	Jones, Shalandria	Reynolds, Keyuanna
Berg, Angela	Frost, Diane	Kauffman, Megan	Rice, Carol
Berry, Prance	Gardiner, Grace	Kelly, Kareem	Richardson, Natasha
Bradley, Christine	Gee, Wendy	Kimbrell, Cynthia	Riggins, Vann
Bradwell, James	Germany, Christopher	King, Courtney	Robinson, Laquitta
Bryant, Phillip	Glynn, Shannon	Knight, Shirley	Rodier, Christopher
Bullock, Gino	Goodson, Sandra	Knoblauch, Mark	Rora, Dominique
Calhoun, Teresita	Gordon, Shakilla	Kunkler, Patricia	Rushton, Raven
Campbell, Cedrick	Grant, Kimberly	Kyllonen, Elizabeth	Ryals, Andrea
Cervera, Angela	Green, Corey	Lacount, Poria	Sailor, Jasmine
Chambers, Breshaun	Griffin, Ashley	Lightfoot, Erica	Sailor, Kimberly
Clarke, Bruce	Griffin, Edgar	Marquis, Sheribeth	Sanford, Charles
Collins, Rosalyn	Grimsley, Alesia	Mason, Brenda	Sapp, Angela
Conyers, Andrika	Hanley, Zonnelle	Matos, Gloria	Scales, Ricardo
Copeland, Allen	Hanneken, Katelyn	McDaniel, Michael	Sholtz, Shani
Critelli, Susan	Harris, Abria	McMillan, Sandra	Simmons, Koshonda
Daigle, Alicia	Heath, Lindsey	McMillian, Angel	Simmons, Venetta
Dallas, Katherine	Henry, Clara	McNeal, Kimberly	Slinker, Judith
Davis, Alaina	Henson, Edna	Mitchell, Lakisha	Snell, William
Davis, Annamarie	Herzog, John	Moton, Andrew	Stallworth, Shakera
Davis, Javad	Hill, Victoria	Muirhead, Thomas	Starks, Tammy
Davis, Latheria	Hinson, Ruth	Murphy, Sallie	Stephens, Douglas
Davis, Linda	Hogan, Elliott	Murray, Wanda	Stephens, Gabriel
Davis, Torrey	Holt, Jamaal	Nelson, Rena	Striplin, Joseph
Davis, Vincent	Holton, Amelia	Nogowski, John	Swain, Mary

Instructional cont'd

Taylor, Michelle
Taylor, Shaenqua
Thomas, Byron
Thomas, Sheena
Thomas, Tarrie
Thommen, John
Thompson, Mark
Thompson, Tiffany
Tindall, Melinda
Tolbert, Stephanie
Trimmings, Justina
Tshabe, Crystal
Washington, Leslie
Weeks, James
West, Mashayla
West-Chestnut, Carmisha
White, Burnell
Whiting, Veronica
Wiggins, Cleanita
Wiggins, Mellany
Williams, Ronnie
Williams, Ryan
Williams, Sarah
Williams, Shereka
Wilson, Britannca
Wilson-Lewis, Sonja
Wilson-Montgomery, Laitima
Wynn, Ja'Nay
York, Clarissa
Young, Donny



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 3a

DATE OF SCHOOL BOARD MEETING: May 30, 2017

TITLE OF AGENDA ITEM: 2017-2018 Dual Enrollment Articulation Agreement

DIVISION:

 This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

Approval is requested for the 2017-2018 Dual Enrollment Articulation Agreement between Tallahassee Community College and the District School Board of Gadsden County.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Pink Hightower, Ph.D.

POSITION: Deputy Superintendent

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMAN'S SIGNATURE: page(s) numbered

REVIEWED BY:

2017 – 2018 Dual Enrollment Articulation Agreement

Gadsden County Schools and Tallahassee Community College

Introduction

The Dual Enrollment Articulation Agreement, as required by Section 1007.271(21), Florida Statutes, is made by and between the District Board of Trustees of Tallahassee Community College, hereinafter referred to as TCC, and the District School Board of Gadsden County, hereinafter referred to as the School Board. The term of this agreement shall commence upon signing and shall end July 31, 2018.

The local Articulation Committee shall consist of the following: Committee members from the School Board will be appointed by the Superintendent of the School Board or designee. Committee members from TCC will be appointed by the President of TCC or designee.

Either party may cancel this Agreement upon thirty (30) days written notice should the other party fail substantially to perform in accord with its terms through no fault of the party initiating the termination. This Agreement may be amended only by written communication signed by the Superintendent of the District School Board of Gadsden County and the President of Tallahassee Community College.

I. A ratification or modification of all existing articulation agreements

This agreement replaces any existing agreement with TCC and the School Board regarding the Dual Enrollment Articulation Agreement.

II. A description of the process by which students and their parents are informed about opportunities for student participation in the dual enrollment program

It is the responsibility of the high schools in the district to inform students of the availability of the dual enrollment program requirements and currently offered courses through educational planning and guidance process. Each high school will advertise dual enrollment through a variety of methods. High school personnel will direct students to meet with their high school guidance counselors if they are interested in learning more about participation in dual enrollment. High school guidance counselors will review with the student criteria for participation in the dual enrollment program. Information will also be available to students and parents on TCC's Dual Enrollment website.

It is the responsibility of the high schools to notify parents about the option for their child to participate in dual enrollment courses through a variety of means.

III. A delineation of courses and programs available to students eligible to participate in dual enrollment

Section 1007.271(1), Florida Statutes, establishes that “the dual enrollment program is the enrollment of an eligible secondary student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree”. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student. Physical education skills courses and college preparatory instruction are not eligible for dual enrollment.

Students enrolled as dual enrollment, early admission, or career dual enrollment shall be exempt from the payment of registration, tuition, and laboratory fees. Students enrolled as dual enrollment, early admission, and career dual enrollment, will be eligible to participate in both high school and college activities as appropriate including graduation and other extracurricular activities. Participation in all college activities must be approved by the Vice President for Student Affairs.

College courses as specified in the Florida Department of Education Articulation Coordinating Committee Statewide Agreement for Dual Enrollment Courses – High School Subject Area Equivalency List are eligible for dual enrollment. This list is available upon request. Eligible courses may be taken in any format that TCC offers them unless otherwise specified in the agreement.

College courses are offered on the main campus, high school campuses, and through distance learning.

Early Admission Dual Enrollment

Early Admission shall be a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis (minimum of 12 credit hours and maximum of 15 credit hours) in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Early admitted students will be exempt from the payment of registration, tuition, and laboratory fees. Both the high school and TCC must approve Early Admission for a high school student each semester.

Career Dual Enrollment

Career dual enrollment is a curricular option of elective credits toward earning the high school diploma and completing a career-preparatory certificate program (PSAV). Career dual enrollment is not intended to enable students to take isolated courses unrelated to a program. The School Board will inform all students of the options available and the eligibility criteria.

For 2017-2018, career dual enrollment through TCC is not available.

IV. A description of the process by which students and their parents exercise options to participate in the dual enrollment program

Application Process for New Students

Step 1: Complete [TCC online application](#).

Step 2: Meet with high school guidance counselor to discuss testing options.

Step 3: Complete the Permission to Register Form with your guidance counselor. Your guidance counselor will help you choose courses that will count towards your high school graduation requirements. Please make sure that your guidance counselor lists the courses on the permission to register form and signs the form. [Click here to access the form](#).

Step 4: Schedule a meeting with the TCC Dual Enrollment Coordinator.

Step 5: Submit the documents below prior to or during your meeting with the TCC Dual Enrollment Coordinator. Documents can be emailed to the TCC Dual Enrollment Coordinator or you can bring them to your meeting.

- Copy of test scores
- Permission to register form
- High school transcript (please use the FASTER system)

Step 6: During your meeting with the TCC Dual Enrollment Coordinator, you will be registered for your TCC courses that are listed on your Permission to Register Form.

Application Process for Early Admission Students

Step 1: Complete [TCC online application](#).

Step 2: Meet with high school guidance counselor to discuss testing options.

Step 3: Complete the Permission to Register Form with your guidance counselor. Your guidance counselor will help you choose courses that will count towards your high school graduation requirements. Please make sure that your guidance counselor lists the courses on the permission to register form and signs the form. [Click here to access the form](#).

Step 4: Complete the Permission for Early Admission Form with your guidance counselor. [Click here to access the form](#).

Step 5: Schedule a meeting with the TCC Dual Enrollment Coordinator.

Step 6: Submit the documents below prior to or during your meeting with the TCC Dual Enrollment Coordinator. Documents can be emailed to the Dual Enrollment Coordinator or you can bring them to your meeting.

- Copy of test scores
- Permission to register form

- Permission for early admission form
- High school transcript (please use the FASTER system)

Step 7: During your meeting with the TCC Dual Enrollment Coordinator, you will be registered for your TCC courses that are listed on your Permission to Register Form. The TCC Dual Enrollment Coordinator is the only person allowed to register you for your courses.

Withdrawing from classes and Schedule Changes

Dual enrollment students must comply with the drop/add and withdrawal policies and deadlines published by TCC.

To withdraw, add, or drop from a course(s), students must provide a written request from the high school guidance counselor verifying that the student has permission to withdraw, add, or drop **before the withdrawal deadline**. The request must be submitted to TCC's Dual Enrollment Coordinator before the withdrawal deadline. [Click here for the Dual Enrollment Withdrawal Form.](#)

To change a student's schedule, the guidance counselor must submit a written request to TCC's Dual Enrollment Coordinator before the deadline which is published on TCC's dual enrollment website. [Click here for the Course Adjustment Form.](#)

Summer Enrollment

Students are allowed to enroll in summer courses during Summer B session. Enrollment in sessions A, F and C are not allowed.

Graduating high school seniors will not be eligible to participate in dual enrollment during the summer. They will be categorized as degree seeking college students and will have to pay for summer courses.

Maximum Course Loads

Traditional dual enrolled students are allowed a maximum of 11 credit hours each semester. All college courses taken must count towards high school credit.

Early admission students are allowed a minimum of 12 credit hours and maximum of 15 credit hours each semester. All college courses taken must count towards high school credit. Special permission is required each semester for the early admission program.

Testing for Dual Enrollment Eligibility

Students will use the P.E.R.T., SAT, ACT, and FSA Reading scores to test for dual enrollment eligibility.

Prior to May 1st, 2017

P.E.R.T.			
Reading	106	ENC 1101	
Writing	103		
Mathematics	114-122	MAT 1033	
Mathematics	123	MAC 1105, STA 2023, MGF 1106, MGF 1107	
*SAT-I, The College Board			
Reading	440	24	ENC 1101
Writing and Language	N/A	25	ENC 1101
Mathematics	440	24	MAT 1033
Mathematics	550	28.5	MAC 1105, STA 2023, MGF 1106, MGF 1107
Enhanced ACT, American College Testing Program			
Reading	19	ENC 1101	
English	17		
Mathematics	19-20	MAT 1033	
Mathematics	21	MAC 1105, STA 2023, MGF 1106, MGF 1107	
Grade 10 FSA Reading			
Reading	262	ENC 1101	

After May 1st, 2017

P.E.R.T.			
Reading	106	ENC 1101	
Writing	103		
Mathematics	114-122	MAT 1033	
Mathematics	123	MAC 1105, STA 2023, MGF 1106, MGF 1107	
*SAT-I, The College Board			
Reading	440	24	ENC 1101
Writing and Language	N/A	25	ENC 1101
Mathematics	440	24	MAT 1033
Mathematics	470	25.5	MAC 1105, STA 2023, MGF 1106, MGF 1107
Enhanced ACT, American College Testing Program			
Reading	19	ENC 1101	
English	17		
Mathematics	19-20	MAT 1033	
Mathematics	21	MAC 1105, STA 2023, MGF 1106, MGF 1107	

Grade 10 FSA Reading		
Reading	262	ENC 1101

Students must provide official score reports to TCC for ACT, SAT, and/or FSA Reading before being registered for courses. Scores must be less than two years old.

High schools must provide P.E.R.T. official score reports and P.E.R.T. test history if students plan to use high school P.E.R.T. scores.

It is the high schools' responsibility to provide P.E.R.T. for dual enrollment eligibility. TCC will work with the high schools and assist with P.E.R.T. testing for special circumstances.

***As of May 1, 2017, TCC will accepted the updated SAT scores. TCC has adjusted its scores based on the SAT redesign.**

V. **A list of any additional initial student eligibility requirements for participation in the dual enrollment program**

<p>The statutory eligibility requirements for academic dual enrollment include: 3.0 unweighted high school GPA and demonstrated readiness for college coursework through scores on a common placement test (as established in State Board of Education Rule 6A-10.0315).</p> <p>TCC defines readiness for college-level coursework as placement into college-level Mathematics and English and Reading.</p> <p>Students who wish to enroll in dual enrollment prior to completing the 10th grade FSA or Florida Standards Assessment will be required to place into college-level Mathematics and English and Reading in order to be eligible for the dual enrollment program. There are no exceptions to this rule.</p> <p>Students who wish to enroll in dual enrollment after taking the 10th grade FSA or Florida Standards Assessment and have appropriate scores (see <i>Table 1</i>) on the English and Reading areas and do not have appropriate scores on the math portion of the college placement test will only be allowed to accumulate 12 college credit hours until the math portion of the test is passed. Students must be enrolled in the high school math college readiness course during the accumulation of the 12 college credit hours or have successfully completed the high school math college readiness course which will be verified through the high school transcript. There are no exceptions to this rule. Students must place into ENC 1101 with their test scores to be eligible to participate in the dual enrollment program.</p> <p>Students who will graduate from high school prior to completion of the postsecondary course may not register for the course through dual enrollment.</p>

Students may lose the opportunity to participate in the dual enrollment program if they are disruptive to the learning process. Procedure is outlined in [TCC's Student Handbook](#).

Continued Enrollment for Academic Dual Enrollment

Students must maintain a minimum 3.0 unweighted cumulative high school grade point average. Continued eligibility for college credit dual enrollment requires the maintenance of a 3.0 unweighted high school GPA.

Additionally, the TCC GPA will be reviewed each semester and students must maintain a 2.0 TCC GPA at the time of review as well as a successful completion rate of 75% (C or better). Students will be given a one semester grace period if the TCC GPA is below 2.0 or completion is below 75%. High school students are only allowed one grace period.

Early Admission Eligibility

Students who wish to participate in early admission must be a high school senior and have an unweighted high school GPA of 3.5 or higher. Additionally, students must have a TCC GPA of 3.0 or higher.

Continued Enrollment for Early Admission

Students must maintain a minimum 3.5 unweighted cumulative high school GPA and a TCC GPA of 3.0.

VI. High school credit earned for the passage of dual enrollment courses

College courses as specified in the Florida Department of Education Articulation Coordinating Committee Statewide Agreement for Dual Enrollment Courses – High School Subject Area Equivalency List are eligible for dual enrollment. This list is available at <http://www.fldoe.org/articulation/pdf/DEList.pdf>. Eligible courses may be taken in any format that TCC offers them unless otherwise specified in the agreement. Other courses in the Statewide Course Numbering System, with the exception of remedial courses and physical education skills courses, can be used for dual enrollment credit and count toward high school graduation, including electives provided these courses are specified in this agreement.

Courses Not Specified on the List – Courses that are not listed in the Dual Enrollment Course – High School Subject Area Equivalency List that are taken through dual enrollment must be identified in the Dual Enrollment Articulation Agreement along with the number of high school credits to be awarded either as an elective or subject area credit.

**Courses not listed on the Dual Enrollment Course – High School Subject Area
Equivalency List**

N/A

VII. A description of the process for informing students and their parents of college-level course expectations

Dual enrollment courses meet the curricular expectations and are at the same depth and rigor of non-dual enrollment postsecondary instruction, including dual enrollment courses offered on the high school campus. Students should understand that dual enrollment courses are college courses and the amount of work necessary to succeed may be much greater than in high school courses. In addition, dual enrollment courses become a part of a student's permanent college transcript and are calculated into the student's permanent postsecondary GPA.

It is the responsibility of the high schools in the district to inform the students and parents about the college-level expectations. TCC will inform students and parents of college-level course expectations through a dual enrollment orientation. TCC will also inform students and parents of college-level course expectations through the use of the course syllabus which is given to each student in each college-level course at the beginning of each semester.

VIII. The policies and procedures, if any, for determining exceptions to the required grade point averages on an individual student basis

Section 1007.271(3), F.S., allows exceptions to the required GPA on an individual student basis if both parties agree.

Exceptions to High School Grade Point Averages Terms:

Upon recommendation by the principal or designee, a student with an unweighted GPA of 2.75-2.99 may enroll for a maximum of 6 hours of dual enrollment courses provided that the student has shown evidence of ability to do advanced level work through successful completion of Advanced Placement, Honors, or other advanced courses or supplemental work and provided that the student is in a high school college preparatory program in high school. Continuation of dual enrollment will require satisfactory progress in all college dual enrollment courses as defined in Section V of this agreement and successful completion of all high school courses with grades no lower than "B". Documentation must be provided to TCC's Academic Affairs designee.

Exceptions related to serious illness or other extenuating circumstances will be reviewed on a case by case basis and must be approved by both the principal and TCC's Academic Affairs designee.

TCC will provide a form to the high school that must be completed, signed, and returned to TCC before the student will be allowed to continue in the program. A rationale for the exception must be stated on the form.

TCC will not make exceptions to the required TCC grade point average. Students will be given a one semester grace period during which a review will take place to determine continued eligibility. The grace period can only be used once during the student's high school matriculation.

IX. Registration procedures for dual enrollment

Students must complete their registration form with their high school guidance counselor. The form must be completed with all the required information about course reference numbers as well as 2nd options. The completed registration form will be given to TCC's Dual Enrollment Coordinator who will register the student for courses that are available at the time the form is received.

2017-2018 Deadlines for High Schools:

Due Date	Activity	Responsible Party
June 16 th , 2017 (Noon)	Last Day for students to submit all paperwork <u>and</u> test scores for enrollment in Summer 2017 B session	High school
August 11 th , 2017	Last Day for students to submit all paperwork <u>and</u> test scores for enrollment in Fall 2017 semester. This includes registration for courses on the high school campus.	
August 21 st , 2017 (Noon)	TCC First Day of Class	
August 25 th , 2017	Last Day to Change Schedules or <u>drop</u> students (use course adjustment form)	High school
October 31 st , 2017	Last Day to Withdraw a student (use withdrawal form)	
November 15 th , 2017	Deadline to make changes to course offerings at the high school for Spring 2017. Deadline to identify instructors.	High school
December 1 st , 2017	TCC Last Day of Class	

December 5 th , 2017 (Noon)	Deadline for students to submit paperwork for Spring 2017 (applications, test scores, permission to register forms)	
December 11 th , 2017	Deadline to submit grades to TCC	High school
December 14 th , 2017	TCC Transcripts will be delivered to high schools	TCC
January 8 th , 2018	TCC First Day of Class	
January 12 th , 2018	Last Day to Change Schedules or <u>drop</u> students (use course adjustment form)	High school
March 2 nd , 2018	Deadline to Submit “Course Request for Dual Enrollment” Form for 2017-2018.	High school
March 29 th , 2018	Last Day to Withdraw a student	High school
April 27 th , 2018	TCC Last Day of Class	
May 7 th , 2018	Deadline to submit grades to TCC	High school
May 11 th , 2018	TCC transcripts will be delivered to high schools	TCC

X. Exceptions, if any, to professional rules and guidelines for instructors teaching dual enrollment courses

There are no exceptions.

XI. Exceptions, if any, to rules and guidelines stated in the student handbook which apply to faculty members

Dual enrollment courses are college courses both in content and outcomes. Dual enrollment instructors must meet the teaching credentials established by the Southern Association of Colleges and Schools (SACS). Section 1007.271(5)(a), F.S., governs dual enrollment faculty. These provisions were taken from the *Dual Enrollment Statement of Standards*, which was codified in State Board of Education Rule 6A 14.064, FAC.

Faculty who wish to teach college credit courses that are offered on the high school campuses must complete a [TCC application](#) and all other procedures required by TCC’s Human Resources and Academic Divisions. Applicants must be recommended for hire

by the appropriate Academic Dean/Director. Faculty must also adhere to the following guidelines (Florida Statutes, 1007.271 (5a):

Meet the qualifications required by TCC as identified in the TCC Faculty Credentials Manual. The qualifications apply to all faculty members regardless of the location of instruction. TCC requires compliance with these qualifications. [Click here to access TCC's Faculty Credentials Manual.](#)

1. Provide TCC with an official copy of the postsecondary transcript.
2. Provide a copy of the current syllabus for each course taught to the discipline chair or department chair of the postsecondary institution before the start of each term. The content of each syllabus must meet the same standards required for all college-level courses offered at TCC and must be approved by the appropriate TCC academic division.
3. Adhere to the professional rules, guidelines, and expectations stated in TCC's adjunct faculty handbook.
4. Adhere to the rules, guidelines, and expectations (which apply to faculty members) that are stated in TCC's student handbook.

Dual enrollment courses taught on the high school campus must meet the same competencies required for courses taught on the TCC campus. To ensure equivalent rigor with courses taught at TCC, the high school instructor will provide a comprehensive, cumulative end-of-course assessment or a series of assessments of all expected learning outcomes to the appropriate Dean or designee. The completed and scored assessments must be returned to TCC and held for one year (Florida Statutes, 1007.271 (6a)).

It is the responsibility of the high school dual enrollment specialist to notify TCC's Academic Affairs designee of all courses that the high school is requesting to offer. Each high school must complete the appropriate form for each course that the high school plans to offer. Based on need and faculty availability, TCC will decide what courses can be offered on the high school campus.

It is the responsibility of each instructor to check their online class rosters every day to ensure that the appropriate students are sitting in the class. If a student is not on the roster, the instructor should immediately notify the high school dual enrollment contact person. The high school dual enrollment contact person should notify TCC's dual enrollment coordinator.

Advanced Placement (AP) students who do not take or pass the AP examination are not permitted to earn postsecondary credit for the AP course via dual enrollment. Per Section 1007.272, Florida Statutes, no student will be allowed duplicate credit based on enrollment in a joint AP/dual enrollment course. Dual enrollment courses taught on a high school campus may not be combined with any non-college credit high school course, per Section 1007.271 (6d), Florida Statutes.

Dual enrolled students taking courses on the high school campus must submit the same documentation as the students taking courses on TCC's main campus.

XII. Responsibilities of the School Board regarding determination of student eligibility before dual enrollment participation and monitoring of student performance while participating in dual enrollment

The School Board is responsible for determining if the student is eligible to be tested for the dual enrollment program. Students who have a 3.0 unweighted high school grade point average and who have an interest in participating in dual enrollment should be referred to their high school guidance counselors to discuss the eligibility requirements for the program.

The high school is responsible for making sure that all students who plan to participate in dual enrollment have completed an online TCC application.

The high school is responsible for advising students relative to insuring that they meet the requirements for high school graduation. The high school is also responsible for advising students about Bright Futures.

It is TCC's responsibility to monitor student performance in TCC's dual enrollment courses. The School Board and TCC should exchange student transcripts in order to make sure that students are eligible to continue in the dual enrollment program.

TCC is responsible for assigning grades for dual enrollment courses. The School Board is prohibited from changing any grade (once assigned by the college) when posting it to the high school transcript.

XIII. Responsibilities of the Florida College System institution regarding transmission of student grades in dual enrollment courses to the School Board

TCC will transmit student transcripts to the district office at the end of each semester.

XIV. Responsibilities for funding that delineates costs incurred by the School Board and TCC

Dual enrollment students shall be exempt from paying registration, matriculation, and laboratory fees.

Textbook Costs & ADA Accommodation Costs

Textbooks will be provided to students by the School Board. Textbooks purchased by the School Board shall remain the property of the School Board as specified in Section 1007.271 (17), F.S. TCC will continue its efforts to reduce the cost of textbooks and materials to the School Board. The costs of ADA accommodations for dual enrollment students with disabilities taking courses on TCC's campus will be covered by TCC. The costs of ADA accommodations for dual enrollment students with disabilities taking courses on the high school campus will be covered by the School Board.

Standard Tuition Rate

Per the 1007.271, F.S., the School Board is required to pay the standard tuition rate per credit hour to TCC for instruction taking place on the college campus for dual enrolled students. The approved standard tuition for FY 2017-2018 is \$71.98. The rate will be charged for courses taking place on TCC's main campus, TCC's educational centers, and distance learning courses. The School Board is also required to pay the standard tuition rate per credit hour to TCC for dual enrolled home education students who are registered with the School Board.

TCC will not charge tuition to the School Board for Summer 2017 dual enrollment students. TCC also will not limit dual enrollment participation based upon capacity, F.S. 1007.271(4) in any term.

TCC will use the fees collected to enhance the dual enrollment program. TCC will promote dual enrollment participation, increase capacity, and enrich the quality of services associated with the dual enrollment program. The School Board's payment of tuition to TCC will increase the number of counselors available to the dual enrollment program in order to recruit more dual enrollment students and to help prepare students for transition to college, to counsel students in meta-majors and programs of study, and to track and provide feedback to students on their progress. TCC will also provide high school faculty and counselor training for dual enrollment.

Instructional Costs

It is the responsibility of the School Board to provide full instructional costs for dual enrollment occurring on the high school site. For instruction occurring on the high school sites by college faculty, the School Board must reimburse TCC for the costs associated with the proportion of salary and benefits.

TCC cannot guarantee the availability of instructors for dual enrollment classes offered at the high school. Schools can assist TCC by recommending qualified School Board instructors for consideration for teaching dual enrollment courses offered at the high school.

TCC regularly uses high school faculty to teach both dual enrollment and regular TCC courses and incorporates training, mentoring, and assessment of these faculty into its regular adjunct program. Therefore, TCC's costs associated with instruction occurring on the high school site by TCC approved high school faculty who are paid by the School Board will be considered a normal part of TCC's obligation to its faculty for training and

Invoicing for Financial Obligations

TCC will invoice the School Board for financial obligations within 10 business days of TCC's Census date which is normally the 5th day of class each semester.

A second invoice may be generated for all students who enroll in an express session if that student is not included in the main session invoice.

The school district is responsible for any student who fails to withdraw after the add/drop period.

Before invoicing, each district will need to verify enrollment. Once verification has occurred, there will be no changes to the invoices.

XV. Responsibilities for student transportation

It is the student's responsibility to provide his or her own transportation.

XVI. Responsibilities for services and resources that are available to students with disabilities

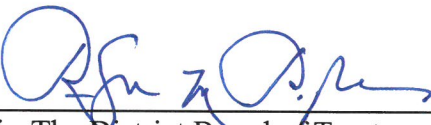
By this agreement, Section 1007.271(25), F.S., requires that the dual enrollment articulation agreement include services and resource that are available to students with disabilities who register for dual enrollment.

Tallahassee Community College provides services and facilities accessible to, and usable by, all qualified students with disabilities. The college will assure educational access by providing reasonable and appropriate accommodations to those students who provide the proper documentation. An Individual Education Program (I.E.P) filed with the student's home school will suffice as appropriate documentation to receive necessary accommodations.

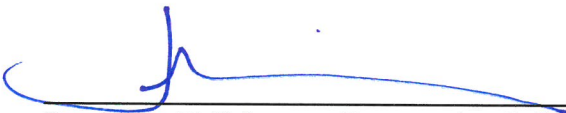
The college provides physical, academic, and program access including: Extended time testing, Note-taking Services, Reader Services, Recorders, Audio Books via LearningAlly.org, E-Texts, Adaptive technology, Math accommodations, Sign Language interpreters, and Spelling accommodations.

IN WITNESS WHEREOF, the School Board of Gadsden County, Florida and The District Board of Trustees, Tallahassee Community 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.

5/15/17
Date


Chair, The District Board of Trustees,
Tallahassee Community College, Florida

5/15/17
Date


President, Tallahassee Community College

Date

Chair, Gadsden County School Board

Date

Superintendent, Gadsden County School District

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 4a

DATE OF SCHOOL BOARD MEETING: May 30, 2017

TITLE OF AGENDA ITEM: Rebranding East Gadsden High School Name

DIVISION:

 This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:
(Type and Double Space)

Request for School Board approval to rebrand East Gadsden High School with the name change to Gadsden County High School.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Roger P. Milton

POSITION: Superintendent

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 4b

DATE OF SCHOOL BOARD MEETING: May 30, 2017

TITLE OF AGENDA ITEM: Rebranding East Gadsden High School Mascot

DIVISION:

 This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:
(Type and Double Space)

Request for School Board approval to rebrand East Gadsden High School Mascot to remain the Jaguars.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Roger P. Milton

POSITION: Superintendent

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMAN'S SIGNATURE: page(s) numbered

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 4c

DATE OF SCHOOL BOARD MEETING: May 30, 2017

TITLE OF AGENDA ITEM: Rebranding East Gadsden High School Colors

DIVISION:

 This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:
(Type and Double Space)

Request for School Board approval to rebrand East Gadsden High School Colors to Navy Caroline Blue, Maroon, Black, Silver (Trim).

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Roger P. Milton

POSITION: Superintendent

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 5a

DATE OF SCHOOL BOARD MEETING: May 30, 2017

TITLE OF AGENDA ITEM: Approval of job descriptions

DIVISION:

 This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

Approval of job description is requested.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Roger P. Milton

POSITION: Superintendent of Schools _____

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____

SCHOOL DISTRICT OF GADSDEN COUNTY

JOB DESCRIPTION

MATHEMATICS PROGRAM SPECIALIST - ELEMENTARY

QUALIFICATIONS:

- 1) Bachelor's Degree from an accredited educational institution.
- 2) Florida certification in Elementary Education or Mathematics (6-12) or Mathematics (5-9).
- 3) Minimum of five (5) years successful teaching experience, with at least two (2) years of documented success as an instructional mathematics coach.
- 4) Extensive knowledge and experience with Florida's Differentiated Accountability requirements, strategies, and support structure.
- 5) Robust experience utilizing data to facilitate instructional change in a systemic setting.

KNOWLEDGE, SKILLS AND ABILITIES:

- 1) Ability to communicate effectively orally and in writing with educators and the public
- 2) Outstanding organizational skills and high attention to detail
- 3) Proactive problem solver who demonstrates initiative
- 4) Commitment and belief that all students can learn and to the mission of educational equity
- 5) Strong working knowledge of the national K-12 landscape, specifically with respect to measuring school effectiveness and how to deploy the various models used to achieve academic excellence
- 6) Strong critical thinking skills and the ability to select, develop and/or implement useful resources to drive improved educational outcomes
- 7) Exceptional interpersonal skills with demonstrated success in navigating complex environments while building and maintaining relationships, particularly in a time of growth and change
- 8) Professional maturity with the ability to manage multiple competing priorities, while consistently demonstrating sound judgment and disciplined thinking
- 9) Ability to be visionary and strategic
- 10) Extensive knowledge of the components of Mathematics and how they contribute to literacy development

REPORTS TO:

Area Director – Elementary Education

JOB GOAL

To assist the Area Director in providing instructional support and technical assistance for school improvement, coordinating external providers, collecting and reporting data required by the site, district, state, and United States Department of Education, assisting school level administrators and instructional coaches with management of resources and personnel provided by the School Improvement Grant and monitoring schools' progress toward meeting goals and objectives of School Improvement Plans.

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

ELEMENTARY MATHEMATICS PROGRAM SPECIALIST (continued)

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.
Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on personnel evaluation.

PERFORMANCE RESPONSIBILITIES:

Service Delivery

- 1) Provide site-based training in conducting and participating in professional learning communities.
- 2) Provide direct support to schools, classrooms, and teachers through personal visitation/observation, demonstration teaching and training in transformational reform best practices.
- 3) Provide leadership in planning and implementing a variety of extended opportunities for student learning.
- 4) Provide reports, as required, to principals and the Area Director.
- 5) Identify and disseminate information to teachers regarding best transformational practices in classroom instruction, assessment, technology, equity, and staff development.
- 6) Participate fully in professional development and facilitate the transformation of research-based knowledge into useful tools for integration into the transformation reform process.
- 7) Assist instructional coaches and teachers in planning, sequencing, and scaffolding of instruction.
- 8) Facilitate the integration of Mathematics skills/strategies and technology into Mathematics, language arts, social studies, science, mathematics, and elective-level courses.
- 9) Serve as a member of school literacy leadership teams.
- 10) Provide community and parent training in embedding mathematics instruction in the home.
- 11) Develop a written plan for each assigned school that has a School Improvement Grant.
- 12) Develop a professional development program linked to Mathematics for each school that has a School Improvement Grant.
- 13) Provide continual support to classroom teachers and principals in the implementation of each school's improvement plan.
- 14) Monitor progress of implementation activities and progress toward instructional activities on a monthly basis.

Employee Qualities/Responsibilities

- 15) Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
- 16) Identify potential problems and issues and take appropriate action to address them.
- 17) Facilitate problem-solving by individuals and groups.
- 18) Model the routine, intentional, and effective use of technology in daily work, including communications organization, and management tasks.
- 19) Model high standards of professional conduct.

System Support

- 20) Serve on special task forces and advisory groups as requested or needed.
- 21) Support required instructional initiatives designed to improve academic achievement.
- 22) Participate in cooperative long-range planning with School Improvement Planning teams.
- 23) Serve as a liaison between principals and the Area Director as related to school improvement.
- 24) Facilitate the collaboration between teachers, teams, and parents.

ELEMENTARY MATHEMATICS PROGRAM SPECIALIST (continued)

- 25) Promote the overall effectiveness of the organization by performing tasks and sharing responsibilities of other subject area specialists during peak periods or when there is an overload of work.

Worksite Service Standards

- 26) Support principals to ensure high-quality implementation of each school's educational program, including standards, assessments, instructional guidelines, and school culture.

Assessment and Other Services

- 27) Assist in the administration and interpretation of Mathematics progress monitoring and diagnostics and keep accurate records of the assessment results
- 28) Assist in formal and informal assessments and interpretation of the results.
- 29) Assist in the evaluation of mathematics portfolios.
- 30) Serve as a liaison to outside agencies in order to articulate the transformational reform model in support of the mission and vision of the district.
- 31) Establish assessment procedures in collaboration with school and district personnel.
- 32) Perform other duties as assigned.

SCHOOL DISTRICT OF GADSDEN COUNTY

JOB DESCRIPTION

READING PROGRAM SPECIALIST - ELEMENTARY

QUALIFICATIONS:

- 1) Bachelor's Degree from an accredited educational institution.
- 2) Florida certification in Elementary Education (K-6), Reading (K-12) or Reading Endorsement (K-12).
- 3) Minimum of five (5) years successful teaching experience, with at least two (2) years of documented success as an instructional coach.
- 4) Extensive knowledge and experience with Florida's Differentiated Accountability requirements, strategies, and support structure.
- 5) Robust experience utilizing data to facilitate instructional change in a systemic setting.

KNOWLEDGE, SKILLS AND ABILITIES:

- 1) Ability to communicate effectively orally and in writing with educators and the public
- 2) Outstanding organizational skills and high attention to detail
- 3) Proactive problem solver who demonstrates initiative
- 4) Commitment and belief that all students can learn and to the mission of educational equity
- 5) Strong working knowledge of the national K-12 landscape, specifically with respect to measuring school effectiveness and how to deploy the various models used to achieve academic excellence
- 6) Strong critical thinking skills and the ability to select, develop and/or implement useful resources to drive improved educational outcomes
- 7) Exceptional interpersonal skills with demonstrated success in navigating complex environments while building and maintaining relationships, particularly in a time of growth and change
- 8) Professional maturity with the ability to manage multiple competing priorities, while consistently demonstrating sound judgment and disciplined thinking
- 9) Ability to be visionary and strategic
- 10) Extensive knowledge of the five components of reading and how they contribute to literacy development

REPORTS TO:

Area Director – Elementary Education

JOB GOAL

To assist the Area Director in providing instructional support and technical assistance for school improvement, coordinate external providers, collect and report data required by the site, district, state, and United States Department of Education, assist school level administrators and instructional coaches with management of resources and personnel provided by the School Improvement Grant; monitor schools' progress toward meeting goals and objective of school improvement plans.

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

ELEMENTARY READING PROGRAM SPECIALIST (Continued)

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.
Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on personnel evaluation.

PERFORMANCE RESPONSIBILITIES:

Service Delivery

- 1) Provide site-based training in conducting and participating in professional learning communities.
- 2) Provide direct support to schools, classrooms, and teachers through personal visitation/observation, demonstration teaching and training in transformational reform best practices.
- 3) Provide leadership in planning and implementing a variety of extended opportunities for student learning.
- 4) Provide reports, as required, to principals and the Area Director.
- 5) Identify and disseminate information to teachers regarding best transformational practices in classroom instruction, assessment, technology, equity, and staff development.
- 6) Participate fully in professional development and facilitate the transformation of research-based knowledge into useful tools for integration into the transformation reform process.
- 7) Assist instructional coaches and teachers in planning, sequencing, and scaffolding of instruction.
- 8) Facilitate the integration of reading skills/strategies and technology into reading, language arts, social studies, science, mathematics, and elective-level courses.
- 9) Serve as a member of school literacy leadership teams.
- 10) Provide community and parent training in embedding literacy instruction in the home.
- 11) Develop a written plan for each assigned school that has a School Improvement Grant.
- 12) Develop a professional development program linked to reading for each school that has a School Improvement Grant.
- 13) Provide continual support to classroom teachers and principals in the implementation of each school's improvement plan.
- 14) Monitor progress of implementation activities and progress toward instructional activities on a monthly basis.

Employee Qualities/Responsibilities

- 15) Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
- 16) Identify potential problems and issues and take appropriate action to address them.
- 17) Facilitate problem-solving by individuals and groups.
- 18) Model the routine, intentional, and effective use of technology in daily work, including communications organization, and management tasks.
- 19) Model high standards of professional conduct.

System Support

- 20) Serve on special task forces and advisory groups as requested or needed.
- 21) Support required instructional initiatives designed to improve academic achievement.
- 22) Participate in cooperative long-range planning with School Improvement Planning teams.
- 23) Serve as a liaison between principals and the Area Director as related to school improvement.
- 24) Facilitate the collaboration between teachers, teams, and parents.

ELEMENTARY READING PROGRAM SPECIALIST (Continued)

- 25) Promote the overall effectiveness of the organization by performing tasks and sharing responsibilities of other subject area specialists during peak periods or when there is an overload of work.

Worksite Service Standards

- 26) Support principals to ensure high-quality implementation of each school's educational program, including standards, assessments, instructional guidelines, and school culture.

Assessment and Other Services

- 27) Assist in the administration and interpretation of reading progress monitoring and diagnostics and keep accurate records of the assessment results
- 28) Assist in formal and informal assessments and interpretation of the results.
- 29) Assist in the review of student reading portfolios.
- 30) Serve as a liaison to outside agencies in order to articulate the transformational reform model in support of the mission and vision of the district.
- 31) Establish assessment procedures in collaboration with school and district personnel.
- 32) Perform other duties as assigned.

SCHOOL DISTRICT OF GADSDEN COUNTY

JOB DESCRIPTION

SCIENCE PROGRAM SPECIALIST

QUALIFICATIONS:

- 1) Bachelor's Degree from an accredited educational institution.
- 2) Florida certification in General Science (5-9), or Earth/Space Science (6-12), or Chemistry (6-12), Biology (6-12), or Physics (6-12).
- 3) Minimum of five (5) years successful teaching experience, with at least two (2) years of documented success as an instructional coach.
- 4) Extensive knowledge and experience with Florida's Differentiated Accountability requirements, strategies, and support structure.
- 5) Robust experience utilizing data to facilitate instructional change in a systemic setting.

KNOWLEDGE, SKILLS AND ABILITIES:

- 1) Ability to communicate effectively orally and in writing with educators and the public
- 2) Outstanding organizational skills and high attention to detail
- 3) Proactive problem solver who demonstrates initiative
- 4) Commitment and belief that all students can learn and to the mission of educational equity
- 5) Strong working knowledge of the national K-12 landscape, specifically with respect to measuring school effectiveness and how to deploy the various models used to achieve academic excellence
- 6) Strong critical thinking skills and the ability to select, develop and/or implement useful resources to drive improved educational outcomes
- 7) Exceptional interpersonal skills with demonstrated success in navigating complex environments while building and maintaining relationships, particularly in a time of growth and change
- 8) Professional maturity with the ability to manage multiple competing priorities, while consistently demonstrating sound judgment and disciplined thinking
- 9) Ability to be visionary and strategic
- 10) Extensive knowledge of the components of Science and how they contribute to literacy development

REPORTS TO:

Area Director – Secondary Education

JOB GOAL

To assist the Area Director in providing instructional support and technical assistance for school improvement, coordinating external providers, collecting and reporting data required by the site, district, state, and United States Department of Education, assisting school level administrators and instructional coaches with management of resources and personnel provided by the School Improvement Grant and monitoring schools' progress toward meeting goals and objective of School Improvement Plans.

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

SCIENCE PROGRAM SPECIALIST (Continued)

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.
Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on personnel evaluation.

PERFORMANCE RESPONSIBILITIES:

Service Delivery

- 1) Provide site-based training in conducting and participating in professional learning communities.
- 2) Provide direct support to schools, classrooms, and teachers through personal visitation/observation, demonstration teaching and training in transformational reform best practices.
- 3) Provide leadership in planning and implementing a variety of extended opportunities for student learning.
- 4) Provide reports, as required, to principals and the Area Director.
- 5) Identify and disseminate information to teachers regarding best transformational practices in classroom instruction, assessment, technology, equity, and staff development.
- 6) Participate fully in professional development and facilitate the transformation of research-based knowledge into useful tools for integration into the transformation reform process.
- 7) Assist instructional coaches and teachers in planning, sequencing, and scaffolding of instruction.
- 8) Facilitate the integration of science skills/strategies and technology into science, language arts, social studies, mathematics and elective-level courses.
- 9) Utilize the coaching model to provide instructional coaches and teachers an interactive, integrated, hands-on, inquiry-based instructional model at the school site.
- 10) Provide community and parent training in embedding science instruction in the home.
- 11) Develop a written plan for each assigned school that has a School Improvement Grant.
- 12) Develop a professional development program linked to science for each school that has a School Improvement Grant.
- 13) Provide continual support to classroom teachers and principals in the implementation of each school's improvement plan.
- 14) Monitor progress of implementation activities and progress toward instructional activities on a monthly basis.

Employee Qualities/Responsibilities

- 15) Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
- 16) Identify potential problems and issues and take appropriate action to address them.
- 17) Facilitate problem-solving by individuals and groups.
- 18) Model the routine, intentional, and effective use of technology in daily work, including communications organization, and management tasks.
- 19) Model high standards of professional conduct.

System Support

- 20) Serve on special task forces and advisory groups as requested or needed.
- 21) Support required instructional initiatives designed to improve academic achievement.
- 22) Participate in cooperative long-range planning with School Improvement Planning teams.
- 23) Serve as a liaison between principals and the Area Director as related to school improvement.
- 24) Facilitate the collaboration between teachers, teams, and parents.

SCIENCE PROGRAM SPECIALIST (Continued)

- 25) Promote the overall effectiveness of the organization by performing tasks and sharing responsibilities of other subject area specialists during peak periods or when there is an overload of work.

Worksite Service Standards

- 26) Support principals to ensure high-quality implementation of each school's educational program, including standards, assessments, instructional guidelines, and school culture.

Assessment and Other Services

- 27) Assist in the administration and interpretation of science progress monitoring and diagnostics and keep accurate records of the assessment results
- 28) Assist in formal and informal assessments and interpretation of the results.
- 29) Assist in the evaluation of science portfolios.
- 30) Serve as a liaison to outside agencies in order to articulate the transformational reform model in support of the mission and vision of the district.
- 31) Establish assessment procedures in collaboration with school and district personnel.
- 32) Perform other duties as assigned.

SCHOOL DISTRICT OF GADSDEN COUNTY

JOB DESCRIPTION

MATHEMATICS PROGRAM SPECIALIST - SECONDARY

QUALIFICATIONS:

- 1) Bachelor's Degree from an accredited educational institution.
- 2) Florida certification in Mathematics (6-12) or Mathematics (5-9).
- 3) Minimum of five (5) years successful teaching experience, with at least two (2) years of documented success as an instructional mathematics coach.
- 4) Extensive knowledge and experience with Florida's Differentiated Accountability requirements, strategies, and support structure.
- 5) Robust experience utilizing data to facilitate instructional change in a systemic setting.

KNOWLEDGE, SKILLS AND ABILITIES:

- 1) Ability to communicate effectively orally and in writing with educators and the public
- 2) Outstanding organizational skills and high attention to detail
- 3) Proactive problem solver who demonstrates initiative
- 4) Commitment and belief that all students can learn and to the mission of educational equity
- 5) Strong working knowledge of the national K-12 landscape, specifically with respect to measuring school effectiveness and how to deploy the various models used to achieve academic excellence
- 6) Strong critical thinking skills and the ability to select, develop and/or implement useful resources to drive improved educational outcomes
- 7) Exceptional interpersonal skills with demonstrated success in navigating complex environments while building and maintaining relationships, particularly in a time of growth and change
- 8) Professional maturity with the ability to manage multiple competing priorities, while consistently demonstrating sound judgment and disciplined thinking
- 9) Ability to be visionary and strategic
- 10) Extensive knowledge of the components of Mathematics and how they contribute to literacy development

REPORTS TO:

Area Director – Secondary Education

JOB GOAL

To assist the Area Director in providing instructional support and technical assistance for school improvement, coordinating external providers, collecting and reporting data required by the site, district, state, and United States Department of Education, assisting school level administrators and instructional coaches with management of resources and personnel provided by the School Improvement Grant and monitoring schools' progress toward meeting goals and objective of School Improvement Plans.

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

SECONDARY MATHEMATICS PROGRAM SPECIALIST

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.
Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on personnel evaluation.

PERFORMANCE RESPONSIBILITIES:

Service Delivery

- 1) Provide site-based training in conducting and participating in professional learning communities.
- 2) Provide direct support to schools, classrooms, and teachers through personal visitation/observation, demonstration teaching and training in transformational reform best practices.
- 3) Provide leadership in planning and implementing a variety of extended opportunities for student learning.
- 4) Provide reports, as required, to principals and the Area Director.
- 5) Identify and disseminate information to teachers regarding best transformational practices in classroom instruction, assessment, technology, equity, and staff development.
- 6) Participate fully in professional development and facilitate the transformation of research-based knowledge into useful tools for integration into the transformation reform process.
- 7) Assist instructional coaches and teachers in planning, sequencing, and scaffolding of instruction.
- 8) Facilitate the integration of Mathematics skills/strategies and technology into Mathematics, language arts, social studies, science, mathematics, and elective-level courses.
- 9) Serve as a member of school literacy leadership teams.
- 10) Provide community and parent training in embedding mathematics instruction in the home.
- 11) Develop a written plan for each assigned school that has a School Improvement Grant.
- 12) Develop a professional development program linked to Mathematics for each school that has a School Improvement Grant.
- 13) Provide continual support to classroom teachers and principals in the implementation of each school's improvement plan.
- 14) Monitor progress of implementation activities and progress toward instructional activities on a monthly basis.

Employee Qualities/Responsibilities

- 15) Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
- 16) Identify potential problems and issues and take appropriate action to address them.
- 17) Facilitate problem-solving by individuals and groups.
- 18) Model the routine, intentional, and effective use of technology in daily work, including communications organization, and management tasks.
- 19) Model high standards of professional conduct.

System Support

- 20) Serve on special task forces and advisory groups as requested or needed.
- 21) Support required instructional initiatives designed to improve academic achievement.
- 22) Participate in cooperative long-range planning with School Improvement Planning teams.
- 23) Serve as a liaison between principals and the Area Director as related to school improvement.
- 24) Facilitate the collaboration between teachers, teams, and parents.

SECONDARY MATHEMATICS PROGRAM SPECIALIST

- 25) Promote the overall effectiveness of the organization by performing tasks and sharing responsibilities of other subject area specialists during peak periods or when there is an overload of work.

Worksite Service Standards

- 26) Support principals to ensure high-quality implementation of each school's educational program, including standards, assessments, instructional guidelines, and school culture.

Assessment and Other Services

- 27) Assist in the administration and interpretation of Mathematics progress monitoring and diagnostics and keep accurate records of the assessment results
- 28) Assist in formal and informal assessments and interpretation of the results.
- 29) Assist in the evaluation of mathematics portfolios.
- 30) Serve as a liaison to outside agencies in order to articulate the transformational reform model in support of the mission and vision of the district.
- 31) Establish assessment procedures in collaboration with school and district personnel.
- 32) Perform other duties as assigned.

SCHOOL DISTRICT OF GADSDEN COUNTY

JOB DESCRIPTION

READING PROGRAM SPECIALIST - SECONDARY

QUALIFICATIONS:

- 1) Bachelor's Degree from an accredited educational institution.
- 2) Florida certification in Reading (K-12) or Reading Endorsement (K-12).
- 3) Minimum of five (5) years successful teaching experience, with at least two (2) years of documented success as an instructional coach.
- 4) Extensive knowledge and experience with Florida's Differentiated Accountability requirements, strategies, and support structure.
- 5) Robust experience utilizing data to facilitate instructional change in a systemic setting.

KNOWLEDGE, SKILLS AND ABILITIES:

- 1) Ability to communicate effectively orally and in writing with educators and the public
- 2) Outstanding organizational skills and high attention to detail
- 3) Proactive problem solver who demonstrates initiative
- 4) Commitment and belief that all students can learn and to the mission of educational equity
- 5) Strong working knowledge of the national K-12 landscape, specifically with respect to measuring school effectiveness and how to deploy the various models used to achieve academic excellence
- 6) Strong critical thinking skills and the ability to select, develop and/or implement useful resources to drive improved educational outcomes
- 7) Exceptional interpersonal skills with demonstrated success in navigating complex environments while building and maintaining relationships, particularly in a time of growth and change
- 8) Professional maturity with the ability to manage multiple competing priorities, while consistently demonstrating sound judgment and disciplined thinking
- 9) Ability to be visionary and strategic
- 10) Extensive knowledge of the five components of reading and how they contribute to literacy development

REPORTS TO:

Area Director – Secondary Education

JOB GOAL

To assist the Area Director in providing instructional support and technical assistance for school improvement, coordinating external providers, collecting and reporting data required by the site, district, state, and United States Department of Education, assisting school level administrators and instructional coaches with management of resources and personnel provided by the School Improvement Grant and monitoring schools' progress toward meeting goals and objective of School Improvement Plans.

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

SECONDARY READING PROGRAM SPECIALIST (Continued)

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.
Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on personnel evaluation.

PERFORMANCE RESPONSIBILITIES:

Service Delivery

- 1) Provide site-based training in conducting and participating in professional learning communities.
- 2) Provide direct support to schools, classrooms, and teachers through personal visitation/observation, demonstration teaching and training in transformational reform best practices.
- 3) Provide leadership in planning and implementing a variety of extended opportunities for student learning.
- 4) Provide reports, as required, to principals and the Area Director.
- 5) Identify and disseminate information to teachers regarding best transformational practices in classroom instruction, assessment, technology, equity, and staff development.
- 6) Participate fully in professional development and facilitate the transformation of research-based knowledge into useful tools for integration into the transformation reform process.
- 7) Assist instructional coaches and teachers in planning, sequencing, and scaffolding of instruction.
- 8) Facilitate the integration of reading skills/strategies and technology into reading, language arts, social studies, science, mathematics, and elective-level courses.
- 9) Serve as a member of school literacy leadership teams.
- 10) Provide community and parent training in embedding literacy instruction in the home.
- 11) Develop a written plan for each assigned school that has a School Improvement Grant.
- 12) Develop a professional development program linked to reading for each school that has a School Improvement Grant.
- 13) Provide continual support to classroom teachers and principals in the implementation of each school's improvement plan.
- 14) Monitor progress of implementation activities and progress toward instructional activities on a monthly basis.

Employee Qualities/Responsibilities

- 15) Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
- 16) Identify potential problems and issues and take appropriate action to address them.
- 17) Facilitate problem-solving by individuals and groups.
- 18) Model the routine, intentional, and effective use of technology in daily work, including communications organization, and management tasks.
- 19) Model high standards of professional conduct.

System Support

- 20) Serve on special task forces and advisory groups as requested or needed.
- 21) Support required instructional initiatives designed to improve academic achievement.
- 22) Participate in cooperative long-range planning with School Improvement Planning teams.
- 23) Serve as a liaison between principals and the Area Director as related to school improvement.
- 24) Facilitate the collaboration between teachers, teams, and parents.

SECONDARY READING PROGRAM SPECIALIST (Continued)

- 25) Promote the overall effectiveness of the organization by performing tasks and sharing responsibilities of other subject area specialists during peak periods or when there is an overload of work.

Worksite Service Standards

- 26) Support principals to ensure high-quality implementation of each school's educational program, including standards, assessments, instructional guidelines, and school culture.

Assessment and Other Services

- 27) Assist in the administration and interpretation of reading progress monitoring and diagnostics and keep accurate records of the assessment results
- 28) Assist in formal and informal assessments and interpretation of the results.
- 29) Assist in the review of student reading portfolios.
- 30) Serve as a liaison to outside agencies in order to articulate the transformational reform model in support of the mission and vision of the district.
- 31) Establish assessment procedures in collaboration with school and district personnel.
- 32) Perform other duties as assigned.