Lively Technical College
2024-2025
Guiding Plans

Lively Technical College

Work-Based Activities/Instructional

2024-2025

Work-Based Activities/Instructional Plan

Purpose

Lively Technical College's {LTC} Work-Based Learning Plan uses the workplace or real work to provide students with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities. Work-based learning (WBL} is a range of approaches and strategies where individuals learn through a work environment, while also enrolled in an education program.

WBL experiences connects classroom learning to the real world, gives students opportunities to practice skills in real-world scenarios, helps students to develop soft skills and gives students a chance to observe professionals in actions. WBL connects what students learn in the classroom to real-world application and practice. LTC understands the important of alignment of classroom and workplace learning; application of academic, technical, and employability skills in a work setting; and support from classroom and workplace mentors.

The plan outlines structured learning activities conducted in a setting that involves the public, as well as community business partners and the institution. Participation provides the students the opportunity to engage, motivate and augment the learning process. LTC provides WBL opportunities to include: job shadowing, mentorship, externship, career related competitions, externships, practicum, clinical experience, and simulated workplace experience.

Participation

Participation in a program specific work-based activity is not guaranteed, unless it is specified in the program curriculum. Students must meet specific criteria determined by school administration and their instructor(s} in order to participate in a work-based activity. Examples of these criteria include, but are not limited to, attendance, grade point average, and specific measurable employability skills. Some programs have work-based activities built into the program's curriculum and instruction, thus program completion is not possible without successfully completing the activities.

Competencies

Students who participate in a WBL experience must demonstrate mastery of program content and specific competencies. Program instructors ensure that all competencies are aligned with the program's curriculum frameworks established by the Florida Department of Education. Certain curriculum frameworks address specific activities to be conducted in a supervised work setting external to the institution that are required for completion. Other curriculum frameworks require demonstration and mastery of certain skills for completion. The program instructor is required to verify that students engaging in work-based activities are participating in activities that directly relate to the competencies as set forth in the frameworks.

Written Agreements

Written agreements for work-based activities are program specific. Agreements that are in place will specify, at a minimum, the objectives, experiences, competencies, and method of evaluation that will be required. Agreements are signed and dated by all parties involved ensuring understanding of the terms, conditions, and expectations within a particular time frame. When

agreements require revisions, they are updated collaboratively with program instructors, school administrators, business partners, and local agencies.

Evaluation

Each WBL student experience is evaluated upon its conclusion. The evaluation is to be completed by the program instructor through interview, observation, written reports received from business partners, or any other means that allows the instructor to determine whether the student has mastered the competencies required for a specific activity. In the event that a student cannot be accurately evaluated, a grade or credit for the activity will not be issued.

Supervision

WBL activities that take place on campus are supervised by the program instructor. Work-based activities that take place off-campus may be supervised by the instructor, his or her designee, or a company manager who is specified in the written agreement that accompanies the off-campus work-based activity. In the situation that an external supervisor monitors the students' activities, it is the responsibility of the instructor to ensure that all parties involved are compliant with the terms of the relevant agreement and that the students' attendance and progress is accurately received in a timely manner.

Work-Based Experiences by Program

Health Care Programs:

Clinical experiences are an integral part of the total curriculum plan and demonstrate a relationship to concurrently taught theory. Students are expected to exhibit professional, respectful, courteous behavior toward all persons at all times.

The Clinical experience allows students to be engaged in the healthcare setting to comprehensively understand how nurses work and communicate. The clinical experience is recognized as a transitional role, through which students develop clinical competence, specialty knowledge and self-confidence while transforming from a student to a licensed practical nurse. The required clinical experiences take place in a variety of settings across the health care field and is supervised by a faculty member and/or preceptor, who are experienced practitioners and educators who cultivate students' critical thinking and clinical skills safely.

Clinical performance evaluation tools are used to assess student knowledge, psychomotor/ clinical skills and professional skills while participating in these work-based learning experiences. Clinical and practicum sites are pre-arranged by each instructor/department and are established by a contract with the facility.

Specific clinical objectives for different types of experiences are embedded in the curriculum frameworks for the particular programs and/or could be an enhancement to the program based on the opportunity available to the student. These objectives are established by the instructor and reviewed with all students prior to the start of their assigned clinical experience. Clinical experiences are part of the following programs: Practical Nursing, Medical Assisting, Patient Care Technician, Phlebotomy Technician, and Nursing Assistant.

Clinical/Externship Goals:

✓   Improve job satisfaction of the new graduate by providing a transition to the PN role.

✓ Improve the quality of client care by boosting self-confidence through improved mastery of knowledge, skills and professionalism.

✓ Strengthen the student's understanding to make realistic, legal, safe and ethical decisions while utilizing the nursing process as a foundation.

✓ Equip the student for a favorable transformation from the student role to the practical nurse role reducing novice to expert reality shock.

✓ Reinforce the awareness of leadership responsibilities, work place communication and safe delegation.

The paperwork required for clinicals are program specific and based on the requirements and/or contract of the healthcare facility. Detailed procedures are available in the Health Education Department

Barbering:
The Barbering program runs a simulated barbershop on campus to train and educate students through work-based activities related to the standards of the program. Students use a hands-on approach in haircutting, shaving, shampooing, and chemical services when performing services for the public. Students also gain practical experience through performance of services at off campus sites for non-profit organizations. The barbershop is managed by students, giving them a real-world experience and customer service training. All client services are completed in-house with the use of materials and equipment provided by the program. The Barbering program instructors supervise all services from beginning to end.

Cosmetology, Nails Specialty and Facial Specialty Programs:
The Cosmetology, Nails Specialty and Facial Specialty program instructors operate an on-campus salon. Students manage the salon and serve clients from the public giving the students real-world experience and customer service training. Students also have the opportunity to volunteer and provide services to clients of non-profit organizations including LCS Transition Program, Project Prom and Night to Shine. These programs engage in work-based activities through salon services for clients related to the standards of the program. Students work with clients to complete a consultation and all services are supervised by the instructor. Client services are completed in the school salon with the use of all supplies, materials and equipment provided by the program. The instructor supervises all salon services performed on clients from the beginning to the end.

Baking & Pastry Arts, Fundamental Foodservice Skills:
Students enrolled in both culinary programs have the opportunity to prepare food served in the student union and cater events. Students engage in work-based activities through food preparation, serving, and sales related to the standards of the program. Students work with potential catering clients to prepare budgets, offer suggestions to create menus, prepare and serve food. All work-based activities are completed in house in the kitchen with the use of all materials and equipment provided by the program. The instructor supervises all work-based activities from the beginning to the end.

Electricity, Welding Technology, Welding Technology Advanced, Building Trades & Construction Design Technology, Heating, Ventilation, Air Conditioning/Refrigeration 1 & 2:

Multiple programs have the ability to utilize an externship program to provide students experiential learning in their field of study. Our externship programs benefit the student by giving them a real-world perspective of job responsibilities in their chosen career path. Externs are closely supervised by jobsite liaisons who agree to walk them through day-to-day routines at the company or organization. The experience allows students to apply their classroom learning to authentic settings and prepare for the transition from school to career.

Externships can:
- Lead to opportunities for employment opportunities after students complete their studies.
- Help students learn to network within their profession.
- Open the door to possible career advancement when job openings become available.

The program also benefits companies by exposing the next generation of workers to their organization. It can be considered a long-term interview which allows the employer to make more thoroughly informed decisions when recruiting full time employees.

The goal of the externship program at L TC is to help our students become successful in their chosen career. Together with our business partners, we strive to help them have a positive learning experience that results in productive and rewarding employment. ***The LTC Externship Handbook has complete guidelines and forms for student participation.***

Plan Availability and Evaluation
This plan is available on our shared network drive and is reviewed annually and approved by all staff and the School Advisory Council. School-wide plans are accessible on the school website.

Lively Technical College

Program Outcomes
Follow-up
2024-2025

Placement & Follow Up Plan

Purpose

The purpose of Lively Technical College's (LTC) Program Outcomes Follow Up Plan is to ensure that program and institutional outcomes are continuously monitored through accurate reporting of completion, placement and licensure data.

Placement Services Offered

LTC provides placement services for all program completers. The Student Services Department is responsible for coordinating placement services. Administrative staff understands the importance of effective communication, cooperation and coordination of efforts between faculty and staff in delivering placement and follow-up services. Staff works to ensure the school is accurately reporting program completions, recording student employment, field of interest placement and collecting licensure data for applicable programs and providing resume building assistance to help students enhance their employment prospects.

Students have on campus access to placement services offered through:

Employ Florida:

Employ Florida is the official resume posting and job searching service utilized by LTC. National and local employers contact the Student Services Department, and/or LTC instructors regarding full-time, part-time and externship opportunities. The departmental Occupational Advisory Committees comprised of local business leaders provide a valuable resource by connecting employers and students seeking employment and externship opportunities. All of these efforts combine to provide linkages for students seeking employment.

CareerSource Capital Region:

A CareerSource representative is on campus bi-weekly providing students with resume building, mock interview scenarios, job seeking and job placement services. CareerSource also provides on-campus workshops for students designed to provide information and activities in areas of soft skills, interviewing, networking, and job searches. CareerSource also provides "Job Ready Workshops" that are customized for students in specific LTC programs.

Veterans Affairs:

A representative from the local office of Veterans Affairs visits the campus monthly to meet with students to assist with community resources, counseling and employment opportunities.

Student Services staff notifies instructors through regular electronic mail about job opportunities for which the school has been notified. Staff post job opportunities on a career bulletin board located in the Learning Resource Center, the school website, share on the FOCUS student portal, and post on school social media sites. Students also have access to computers within Student Services and the Learning Resource Center in which they can search on-line job postings and fill out on-line job applications.

Local employers work collaboratively with the Learning Resource Center and faculty by providingemployment leads, hosting job fairs, interviewing students on campus, sharing social media events, etc. shared on LTC's social media sites and shared with instructors via job announcement emails. The information received is shared with students within programs. Employers who employer students are asked to submit an annual employer survey.

Students needing placement assistance may go directly to Student Services. One of the duties of the Student Services department is to provide individual assistance in preparing resumes, completing job applications, and preparing for job interviews, as needed for all graduates or current students as they seek employment. Application forms and email addresses (if available)for employers, information pertaining to federal vacancies, and other relevant employment brochures and forms are available in Student Services and the Learning Resource Center.

Student Services staff and instructors communicate with prospective employers on a regular basis to gain betterknowledge of the job market, employment trends, and new job openings. Instructors maintain close contact with local businesses and industries to keep abreast of employment needs in the service area. Employers are invited to LTC programs periodically to discuss position vacancies and employment opportunities with students and faculty.

Instructional Staff Responsibility: Placement and Follow-Up

Instructional staff are responsible for accurately verifying completion data. When instructors posta final grade for a course, the student is then progressed systematically to the next course in the program. When a student completes all courses in a program, instructors complete a withdrawal form. Instructors record placement data at the time of the student's withdrawal, if available. Instructors also follow up with students who are sitting for licensure exams. Instructors complete the Licensure/Industry Certification form and provide a copy of the student's performance on given exam to the Registration Office.

Instructors follow up with students within six months of completing their program to record any new employment data in the FOCUS Student Information System.

Instructors of programs with licensure data access the following agencies for confirmation of licensure status:

- **Department of Business and Professional Regulation {DBPR):**
  Barbering, Cosmetology, Facials Specialty and Nails Specialty

- **Florida Board of Nursing (FBON):**
  Nursing Assistant and Practical Nursing

- **National Health Care Association (NHCA):**
  Phlebotomy and Medical Assisting

Instructional staff assist students with job placement through the relationships with local employers. Employers frequently call instructional program personnel in search of employees. Additionally, instructors make regular calls to employers on behalf of graduates. This close relationship ensures that instructors can speak frankly with potential employers to obtain the best placement for individual graduates. Instructors maintain regular communication with graduates who are employed in the field. Graduates often provide job leads and references.

Instructors assist students with job placement through the following activities:
- Scanning online sources regularly for relevant job listings. Sharing these listings with students via announcements in class, email, social media channels and/or personalcontact with former students.
- Employers contacting the school directly to share job opportunities in thecommunity.
- Accompanying students to industry-related meetings, networking opportunities and encouraging students to join industry associations and mailing lists.
- Assisting current students in obtaining externship placements and on-the-jobtraining.
- Assisting students with resume preparation, cover letters,job applications, and thankyou letters.
- Teaching students to use the web resources (LinkedIn, ZipRecruiter, MyFlorida,Indeed, etc.) to research job opportunities.
- Encouraging students to use the Employ Florida Marketplace, a tool designed specifically to help connect employers and job seekers.

Student Services Staff Responsibility: Placement and Follow-Up

Ultimate responsibility for the coordination of placement and follow up activities are assigned to staff in the Student Services Department. The Student Services Department is responsible for following up with students upon leaving their program of study and/or graduating to record employment placement/continuing education information in the FOCUS Student Information System. Student Services staff follow up with students 3 months and 6 months after leaving theirprogram of study and/or graduating.

The Role of Occupational Advisory Committees

Each instructional program is supported by an Occupational Advisory Committee (OAC)

composed of local employers and technical experts selected to represent broad points of view relative to a specific occupational education area. OAC's meet once annually. One of the tasks of the OAC is to review completion, placement and licensure (where applicable) data on an annual basis. One of the goals of the OAC is to support and strengthen relationships between business, industry and the community. The OAC assists in providing leads for student placements within their career field. Additionally, OAC members provide recommendations to update, modify, expand and improve the quality of the program.

Exit Survey

All students who exit LTC whether it is for completion, voluntary withdrawal or involuntary withdrawal are encouraged to complete the school's exit survey. Students are notified prior to their anticipated completion by their instructor that they need to complete the exit survey priorto their last day of enrollment. The Exit Survey can be found on the school website under the Current Students tab and is also emailed as a link to students for completion. The questions in the exit survey focus on the program's effectiveness for various modes of delivery of instruction and the program's relevance to job requirements and future employment. Students have the opportunity to provide suggestions for how the program and college can be improved to better support their career goals.

Employer Exit Survey

Information about program effectiveness is critical to ensuring that LTC is meeting their mission. Member of the OAC's is encouraged to provide feedback annually. Additionally, all employers who participate in the externship program are asked to complete the Employer Exit Evaluation to provide feedback about the effectiveness of the program in preparing students for the workforce and about their experience working with LTC students.

The FETPIP Program

The Florida Education and Placement Information Program (FETPIP) is Florida's statewide **centralized placement and follow-up effort. FETPIP's method of data collection replaces** conventional survey-type techniques and provides information in an accurate and cost-effective manner. Follow-up studies are conducted annually by matching records of the student graduates, completers or student exiting from the numerous public and independent organizations with information resources available to FETPIP. Follow-up on a quarterly basis is also done for some groups. The system is designed to provide significant assistance to local educational authorities. This system is mandated by law and is the primary placement information system for post-secondary technical institutions. Lively Technical College avails itself of this service and maintains regular contact with FETPIP staff.

FETPIP is used by Lively Technical College as part of a suite of follow-up activities of its

students. FETPIP data provides integral parts of accountability measures by displaying clusters of information used by public schools, vocational colleges, community colleges, and universities. The data collected helps facilitate comparisons in training programs, employment and/or education outcomes, earnings, program outcomes, and level of public assistance by race, sex, income or age. Since its establishment in 1988, the scope of the program has expanded to include quarterly, as well as annual, information. Interested parties use this data in combination with other resources to assess the effectiveness of the education and training programs available in Florida.

The FETPIP Process

FETPIP, within the Office of Education and Accountability, is an interagency data collection system that obtains follow-up data on former students. This automated system matches social security numbers of former students or participants in state educational and training programs with information in the files of state and federal agencies that maintain educational employment.

Programs and organizations for which follow-up data collection services are provided include the following: school districts, postsecondary vocational colleges, selected private vocational colleges, community colleges, state university system graduates, service delivery areas, welfare transition services, Workforce Innovation and Opportunity Act (WIOA), corrections systems, and others.

The processes used by FETPIP rely on a technique referred to as "record linkage". This term describes a computerized process which combines individually identifiable data from several different administrative databases. The purpose of the linkage is to develop aggregate statistics from the combinations that describe the experiences of student groups or participants after graduation or exiting an education or training program. The aggregates are used to produce outcome performance measures that are intended to assist in evaluating the success of educational programs.

Each organization or program provides FETPIP with individual student or participant files from their management information system units. The data collected by FETPIP describes employment, military enlistment, incarceration, public assistance participation, and continuing education experience of the participants being followed. Once data is collected and reviewed, a variety of reports and/or files are provided to the organizations of the institutions. All individually identifiable data are protected from public disclosure, as specified in the Buckley Amendments and Florida Statutes.

Participant files are electronically linked to the administrative records of the State and Federal agencies listed below:

- **Florida Department of Education:** The data includes fall and preliminary winter enrollment records from four separate Management Information System units within the department. The databases maintained by the State University system, communitycolleges, school districts, and the Office of Student Financial Aid (OSFA), form part of Florida's K-20 Information Accountability system.
- **Florida Department of Corrections:** The data represents individuals incarcerated in the state's prisons or under DOC supervision.
- **The Florida Department of Children and Families:** The data includes the amount of Temporary Assistance to Needy Families (TANF) or Food Stamp assistance received.
- **Florida Agency for Workforce Innovation:** The data includes the employer's name, address, and North American Industry Classification System (NAICS) code, the total number of employees in that establishment for the reporting period, and their reported earnings for the period. The files that are accessed here are a part of the wage report system that is used to manage the state unemployment compensation program. These wage records are taken from the fourth quarter (October - December) employerpayrolls from throughout Florida.
- **The U. S. Department of Defense:** The data includes the person's rank and Primary Defense Occupation Code.
- **U.S. Office of Personnel Management:** Linked records indicate former students/trainees in employment of the federal government. Data elements include branch of government and location, federal classification, and pay grade.
- **The U.S. Postal Service:** For former students who obtained jobs in the Postal Service,data is collected that indicates the Postal Job Classification, pay grade, and location of employment.
- **National Student Clearinghouse:** The data identifies students continuing their education at an out-of-state public or private institution.

FETPIP provides follow-up data collection services to a variety of agency applications. The individual information for follow-up is collected from the following sources:
- Universities
- Community colleges
- School districts
- Selected private vocational schools, colleges and universities
- Welfare Transition Services
- Workforce Innovation and Opportunity Act (WIOA)
- Corrections system
- Farm Worker Jobs and Education programs
- Specialized and longitudinal studies

FETPIP data is used to provide accountability and outcome information for consumer use and career information for students and counselors. One of the benefits of having the FETPIP system is that data collected can help facilitate comparisons. A sample is listed below:

- Employment and/or education outcomes of a training program can be compared to others.
- Employment results can be examined in terms of the training programs that feed them.
- Program outcomes can be compared by race, sex, and age or income level.
- Earnings can be compared across various education levels.
- The level of public assistance can be compared between graduates, dropouts and others.

FETPIP Quarterly Follow-up

FETPIP staff assists Lively Technical College with staged follow-up processes that batch programs' participants/students who terminated programs in a selected time period and with follow-up for employment data after the passage of a predetermined amount of time.

FETPIP conducts quarterly, staged follow-up through the use of Unemployment Compensation records for all Workforce Development Program participants. Originally, through a state law, The Workforce Florida Act of 1996, Florida has established a consistent set of core performance measures for all workforce education and training program areas. This data is collected through the FETPIP quarterly match process and supplemented through the annual comprehensive effort.

FETPIP works with Florida's major welfare reform initiatives to conduct staged follow-up on participants during and after their involvement in the program. The objective is to monitor the reduction in welfare that occurs as participants become increasingly employable. The quarterly process is also used to support the award of Temporary Assistance to Needy Families High Performance Bonus awards.

Several organizations have requested that FETPIP staff assist them with staged follow-up processes that batch program participants/students who terminated programs in a selected time period and follows-up for employment data after the passage of a predetermined amount of time.

FETPIP Reports

The follow-up data that is gathered by FETPIP from various sources are pooled to provide outcome profiles of various education and training programs. The following reports present data available from FETPIP:

Reports

- **FETPIP Annual Basic Outcomes Report** - The findings for each education or training

organization that worked with the FETPIP program are represented by a three-section report. Each report page is divided into three primary sets of data types. These are classified as (1) Employment Decisions- Program/Industry Occurrences (2) Detailed Program Outcomes by Placement Category (3) Detailed Program Outcomes by Individual. Descriptions of the content of each of the major categories, including several subcategories of data elements, are noted in the report.

- **District Secondary Vocational Data** - Secondary reports are displayed by vocational program at the statewide and district levels. The data include employment, full-time earnings, job- training relatedness, and placement rates.
- **High School Graduates Data** - The first of this set of five reports shows the result of follow- up findings, which include employment with earnings, continuing education by level, military enlistments, and public assistance for each district. Follow-up findings are further displayed by school and district.
- **District Postsecondary Vocational Data** - Reports in this group show aggregated vocational outcome data by program at the district and statewide level by school. Data includes employment, full-time earnings, job training relatedness, and placement rates.
- **Community College Data** - Program data from the community college system is provided at different levels. Data is displayed statewide by program and college level.
- **State University System** - Program data shows continuing education and employment and earnings statistics for graduates at each of Florida's eleven universities. This report is available at the bachelor's, master's, and Ph.D. levels. A detailed comprehensive report lists all program offerings by level and by university. Employment, earnings, and continuing education findings are also displayed.
- **Workforce Innovation and Opportunity Act** - Performance outcomes are provided for every student by Workforce regions customer group, as well as statewide. Also included are performance outcomes by level of service and special population categories.

Administrative Review

On-going administrative review of placement and follow-up statistics and activities are accomplished through annual employee evaluations and regular reports by administration to faculty and staff regarding statewide and local follow-up statistics. As part of the annual evaluation, administrators discuss placement and follow-up with individual faculty members, especially for those instructional programs with low or faltering placement rates. Working together, faculty members and administrators devise plans to increase placement and follow-up activities to ensure improved results. These strategies may include presentations to occupational advisory committees, increased emphasis on data acquisition, and/or review and evaluation of job market statistics.

Placement, licensure and completion data is published annually in the Course Catalog,

programcards, and on the website. The data is reviewed annually with the School Advisory Council and Occupational Advisory Committees.

Plan Availability and Evaluation

This plan is available on our shared network drive and is reviewed annually and approved by all staff and the School Advisory Council. School-wide plans are accessible on the school website.

Operation and Maintenance of Physical Resources and Technical Infrastructure Plan

2024-2025

Operation and Maintenance of Physical Resources and Technical Infrastructure Plan

Purpose

Lively Technical College's (LTC) Ongoing Operation and Maintenance of Physical Resources and Technical Infrastructure Plan provides guidelines for ensuring that the equipment for educational use in each program area meets industry standards and is adequately maintained to ensure functionality and safety. Additionally, the plan ensures that the technical infrastructure which includes all hardware, software, networks, facilities, etc., that are required to develop, test, deliver, monitor, control and/or support IT services is adequately maintained.

Maintenance of Equipment

Instructors follow industry standards and the specifications of the equipment manufacturer for the maintenance of equipment. Instructors coordinate with suppliers of equipment to conduct routine maintenance as needed. Documentation is maintained by the business office and district staff (where appropriate) to record that equipment maintenance is up to date.
District staff maintains all automated external defibrillators on campus.

The following area have equipment that requires scheduled maintenance and monitoring: Automotive: annual inspection of lifts.

The following programs have equipment that requires maintenance on an as needed basis dependent on the amount of use by students: Automotive Services Technology 1 & 2, Aviation Airframe Mechanic, Aviation Powerplant Mechanic, Barbering, Building Trades & Construction Design Technology, Cosmetology, Diesel Systems Technician 1, Diesel Maintenance Technician, Electricity, Heating, Ventilation, Air Conditioning/Refrigeration 1 & 2, Nursing Assistant, Patient Care Technician, Practical Nursing, Nursing Assistant, Professional Culinary Arts & Hospitality, Welding Technology, and Welding Technology Advanced.

Repair of Equipment

If equipment needs repair that must be done by an external vendor, instructors coordinate with the Director/Assistant Director to use the procurement card or purchase order process to conduct repairs.

A work order must be submitted for repairs that can done by our District Maintenance staff. The Building Maintenance Supervisor is responsible for submitting such requests.

The Leon County School Board (LCSB) Office for Technology and Informational Services (TIS) maintains a crew of service technicians that repair computer equipment software and hardware issues. Instructors in need of these types of repairs for educational equipment communicate with LTC's IT staff to initiate repairs. A service technician will report to the classroom to make repair.

Technical Infrastructure

LTC's technology infrastructure includes several components. The Network Administrator serves as the chair of the Technology Committee and reports directly to the Assistant Director. The Network Administrator is responsible for routing and monitoring work orders generated by both end users and administrative requests. This organizing scheme emphasizes the important role of Network Services as

one component in the umbrella of technology services at Lively, while simultaneously recognizing that the efficient use of instructional technology is the institution's driving force.

Improvements to and the maintenance of the technical infrastructure fall under the authority of the LCSB. If unaddressed concerns persist, the director of LTC will coordinate with the district director for the T&IS, other district level directors and the area assistant superintendent assigned to the campus to develop a plan and budget to ensure that the necessary improvements are made in a timely manner to ensure successful educational outcomes for students in affected programs.

Additional Information Regarding Technical Infrastructure
LCSB servers are updated/patched as required. Server and network equipment logs are reviewed on a periodic basis. Both network and server utilization are monitored and upgraded as needed.

LCSB's data security protections include: internal data management policies and procedures, limitations on access to personal data, data encryption for both data in transits and at rest, data systems monitoring, incident response plans, and safeguards to ensure personal data is not accessed by unauthorized persons when transmitted over communications networks.

A complete back up of all servers are done nightly and are kept on site as well as off-site through contracted services. All back up data is fully encrypted. LCSB has deployed a firewall and content filter. All computers and devices connecting to the network require authentication.

LCSB is audited yearly for data system security and best practices by the Auditor General or a contracted auditing company.

Software Management: Software Purchasing/Evaluation Procedures
All software purchases must be supported by demonstrated need, fitness of use, compliance with current hardware and operating systems, and compliance with network configuration. Since LTC strives for state-of-the-art and industry standard training, occasions may arise when state-of-the-art, industry-standard software may exceed current equipment and hardware configurations for one or more instructional programs. In such cases, supporting operating systems and network configurations may need to be upgraded to meet new demands. In short, training and instructional software purchases will be guided primarily by LTC's desire to offer the highest quality and most up-to-date training to our students. Requests for new software or software upgrades for instructional or administrative use should be made, in writing and supported by demonstrated need, to a supervising administrator.

Approval of purchases will adhere to the following process:
1. Submission of a purchase request to the director/assistant director, to include a completed requisition supported by written justification that includes the following:
   a. Software name
   b. Required operating system
   c. Purpose, demonstrated need, and fitness of use
   d. Whether the software is a standalone package, network based, or Internet based
   e. Licensing information/number and location of workstations impacted
   f. Complete pricing information (itemized and included within the total requisition amount)
   g. Recommended vendor from which the software can be purchased
2. Approved requisition is routed to Network Services staff for review and comment.
3. Staff from Network Services reviews, make written comments as needed, and route the requisition back to the appropriate administrator within five working days.

4. If changes to the purchase order are recommended, the director or assistant director confers with requestor before changes are made, makes changes to the requisition as needed, and, if approved, forwards the requisition to the business office for ordering.
5. Upon receipt of the order, the business office notifies the appropriate administrator and the faculty or staff person for whom the software is ordered.
   a. For software delivered for faculty/staff who have administrative privileges, the package is forwarded to the faculty or staff person who placed the order.
   b. For network-based software that must be installed by Network Services staff, the package is forwarded to Network Service staff for installation.
   c. For standalone packages for faculty/staff not approved for administrative privileges, the

Hardware Management: Work Station Level Access Policy

The granting of administrative privileges is dependent upon demonstrated need, and is subject to approval by the appropriate supervising administrator.

1. Is provided based on demonstrated professional need to effectively manage the computers within the lab or office;
2. Allows staff to install and upgrade district approved software;
3. Does not grant authority to infringe on software copyright, including continued use of trial software past the end of the trial, or continued use of shareware that requires registration and payment when such has not been made;
4. Does not grant authority to purchase software, including shareware or trial ware, for use on school-owned equipment without prior approval through standard requisition processing procedures;
5. Requires that all instances of software installation be accompanied by a supporting license and that the number of installations for any software package not exceed the number of licenses owned for that software;
6. Does not grant the authority to install personally owned software on school equipment;
7. Does not grant the authority to install software for personal use on school equipment unless such software supports assigned duties and responsibilities;
8. Incurs the obligation to guard against the intrusion of viruses, trojans, data miners, etc. (especially from internet downloads and emails);
9. Is based on the understanding that all equipment may be subject to periodic security audits to ensure compliance with district and school purchasing guidelines, license agreements, and copyright laws;
10. Allows users to make changes to hardware, software, and operating system configurations that might subsequently reduce or eliminate system functionality, or render equipment inoperable;
11. Makes supervising faculty members responsible for monitoring student use and student compliance.

Hardware Purchase Process

All computer hardware purchases must be supported by demonstrated need, fitness of use, and compliance with LTC's technology plan and current hardware support resources.

Unless alternate configurations are provided, configurations for student and faculty workstations will be those currently accepted by the LCSB. However, since it is LTC's desire to offer state-of-the-art training on industry standard hardware, the hardware needs of specific occupational training programs

may exceed the specifications for the standard student workstation. Requests for equipment configurations that do not match currently accepted district- wide configurations must be supported by a written justification that includes an explanation of how the equipment is to be used and why district-wide specifications will not meet specific instructional needs or requirements.

Requests for new hardware or hardware upgrades for instructional or administrative use should be made, in writing and supported by demonstrated need, to a supervising assistant principal.

Approval of purchases will adhere to the following process:

1. Submission of a purchase request to the appropriate administrator, to include a completed requisition supported by written justification that includes the following:
   a. Hardware description.
   b. Purpose, demonstrated need, and fitness of use.
   c. Complete pricing information (itemized and included within the total requisition amount).
   d. Recommended vendor from which the software can be purchased.
2. Approved requisition is routed to Network Services staff for review and comment.
3. Network Services staff reviews, makes written comments as needed, and routes the requisition back to the appropriate assistant principal within five working days.
4. If changes to the purchase order are recommended, the director/assistant director confers with requester before changes are made, makes changes to the requisition as needed, and, if approved, forwards the requisition to the business office for ordering.
5. Upon receipt of the order, the business office notifies the appropriate director/assistant director and Network Services staff.

LCSB's Long-Term Equipment Allocation and Hardware Distribution Plan will govern approval of all hardware purchase requests.

Network Services
1. **Network Backbone Enhancements and Administration**
   Infrastructure including switches, access points, patch panels, fiber, and network cabling will be monitored and maintained by Network Services and Leon County Schools T&IS. A network backbone upgrade from 1GB to 10GB will be considered in conjunction with Leon County Schools T&IS. The upgrade will also require newer infrastructure hardware to achieve the desired speed. Leon County Schools T&IS personnel will continue to remotely monitor Lively servers and switches while also providing all of Lively's software backups.

2. **Wireless Access**
   Wireless access is currently available in all buildings on campus and allows guests to access the internet without access to the domain resources. This same wireless controller allows users with proper credentials to access the domain resources. Further expansion of the wireless network will be coordinated in conjunction with Leon County Schools T&IS.

3. **Security/Virus Protection**
   Security and virus protection is controlled and monitored by LCSB T&IS personnel. LCSB T&IS personnel will also monitor for any ongoing or widespread breach.

4. **Lab-Based Servers/Distributed Networks**

All servers are housed centrally in Network Services and Aviation.

5. **Computer Operating and Security Guidelines**
   The administration of network operations is determined by policies and procedures laid out by LCSB Technology office. LCSB Technology and Computer Use Guidelines can be found: https://www.leonschools.net/site/handlers/filedownload.ashx?moduleinstanceid=68943&datai d=98099& File Name= Technology%20and%20Computer%20Use%20Guidelines.pdf

Plan Availability and Evaluation
This plan is available on our shared network drive and is reviewed annually and approved by all staff and the School Advisory Council. School-wide plans are accessible on the school website.

Related LCSB Policies:
Technology Procurement and Purchasing (6320i)
Computer Operating and Security Guidelines (7540.09)
Computer Technology and Networks (7540)
Lending of Board-Owned Equipment (7530)
Purchasing and Contracting for Goods and Services (6320)
Maintenance (7410)
Property Custodianship (7300)

Revised 7.01.2024

Lively Technical College

Health & Safety of Employees, Students, and Guests to Maintain Readiness

2024-2025

Health & Safety of Employees, Students, and Guests to
Maintain Readiness Plan

Purpose
The health and safety of employees, students, and guests to maintain readiness at Lively Technical College (LTC) is essential to the safe and efficient operations of the college. Staff are provided training annually to review the essential components of the health and safety of employees, students, and visitors to maintain readiness. Many of the essential components are developed by the Leon County School Board (LCSB). The Plan is provided to students on the college's website and the components are reviewed as part of the mandatory orientation.

Campus Reports
LTC provides the following campus safety reports on the college website: Campus Safety and Crime Report (updated annually and required by the Clery Act), Fire Safety Report, and the Asbestos Notification.

Safety Drills
Emergency drills are conducted monthly to prepare students and staff in case of emergencies. Lively conducts fire, lockdown, active shooter and tornado drills. All drills are recorded and submitted to the district.

Hazardous Materials
Maintenance staff and instructors are provided relevant training in handling and responding to hazardous materials related to their work environment. Instructors who are unable to respond to hazardous materials in the program area make immediate contact with the appropriate staff member to intervene.

Inclement Weather
Procedures for responding to inclement weather are located in the Crisis Response Manual Quick Reference Guide. Instructors are trained on these procedures annually.

Minor Injuries
Examples: Simple scrapes, small cuts - First Aid kits are available in all areas. See nearest instructor. Falling down stairs or a hard fall/bump SHOULD NEVER be treated as minor. Observe a few seconds; check vital signs. If the student appears okay, have an adult or student accompany the individual to Administration for observation and family notification. Notify student emergency contact if appropriate.

Serious Injuries
Examples: Twisted ankle/knee, hurt limbs and possible breaks or fractures, hard falls, hard bumps on head, deep cuts, allergic reactions, rash/slight swelling, severe nosebleeds, etc.
- DO NOT TRY TO MOVE THE STUDENT. Notify Administration immediately or send another student for help. Notify other adult(s) in vicinity to come and assist moving other students from immediate vicinity and keep injured still and comfortable until help comes.
- IF AN INDIVIDUAL APPEARS TO BE HURT, DO NOT MOVE.

- If an individual has a very hard fall, bump on head, etc., have him/her sit/lie down, even if he/she seems all right. DO NOT MOVE; notify Administration for assistance.
- Notify student emergency contact if appropriate.

Life Threatening

Examples: choking, extreme bleeding, head or internal injuries, breathing difficulty, extreme allergic reaction, unconsciousness, severe asthma attack, vomiting blood, etc.

- Call 9-1-1.
- Send for help from other adults in the vicinity. DO NOT leave student.
- DO NOT TRY TO MOVE THE STUDENT.
- Notify Administration; Call extension 7456, 7610, or 7423, and/or send student for help.
- Remove other students from immediate vicinity and keep injured still and comfortable.
- Notify student emergency contact if appropriate.
- The automated external defibrillators (AED} are located in Buildings 2, 8, 10, 14, 15 & at the Airport location. The AED's have built in audio and visual prompts to follow.

Accidents

- Any time a student becomes injured the instructor should provide first-aid treatment, if appropriate. The student's family/emergency contact is notified immediately. The instructor must fill out an accident report for each student's injury.
- If the student has a fall or bump on the head, the student is escorted to Administration for observation even if he/she appears fine.
- The LCS Crisis Response Manual is available in all classrooms and offices on campus.
- All classrooms have a Quick Reference Guide to Emergency Procedures posted.
- Certified CPR staff members should be posted in Administration, Student Union (Cafeteria}, Student Services, Registration, Main Floors, Hallway, and all instructional areas.
- First Aid kits are checked monthly and supplies replenished accordingly.
- Sick, ill and/or injured students are isolated until the student leaves the school grounds.

AED Campus Locations

An AED, or automated external defibrillator, is used to help those experiencing sudden cardiac arrest. The AED steps should be used when caring for a non-breathing child aged 8 or older who weighs more than 55 pounds, or an adult.

Bldg 8/Hallway across from 08-102	500 Appleyard Dr./32304
Bldg 10 Hallway 10-191	500 Appleyard Dr./32304
Bldg 15 15-101	500 Appleyard Dr./32304
Bldg 2 Hallway 02-252	500 Appleyard Dr./32304
Bldg 4A	500 Appleyard Dr./32304
Lively Wellness Center Bldg 6 Room 101	500 Appleyard Dr./32304
Lively Aviation Bldg 1 Rm 800 entrance	3290 Cap. Cir. SW/32304
Lively East Campus	283 Trojan Trail/32311

CPR Certified Faculty & Staff

Last Name	First Name	Phone #	Department	Building #	CPR Certified	AED Certified

Cummings	Edwin	850.487.7551	Focus Liaison	9	X	X
Davis	Tiffany	850.487.7449	Health Education	15	X	X
Grice-Philip	Natalie	850-487-7443	Health Education	15	X	X

First Aid Kit Locations

First Aid Kits are intended for use by students and staff in the event of accidents involving only minor injury. First Aid Kits are not intended to be used for treatment of illness. First Aid Kits are provided in the following locations and are equipped only for accidents requiring minor First Aid treatment by a non-health care individual.

Building No.	Program	First Aid Kit Location	Contact Person
Aviation	Aviation	Lively Aviation 01-009 Office	Doug Willard
2	Cosmetology	02-800 Hallway	Clarissa Hines
2	Cosmetology	02-105 Office	Jolanda Powell
2	Cosmetology	02-204	Vann Haddock
2	Cosmetology	02-204A	Vann Haddock
2	Nails & Facials	02-233	Nicole Johnson
2	Massage Therapy	02-252 Foyer	Dana Dreyer
3	Culinary Arts	03-112D Kitchen	Charles Dibella
3	Culinary Arts	03-800 Hallway Near Back Door	Ryan Folden
4	Welding	04-120 Welding 04-114 Safety Lab	Mel Sims
4	Plumbing/Pipefitter	04-127	Daniel Schul
7	Barbering	07-109 Office	Jason Belcher
8	Administration	08-103 Break Room	Robbin Paul
9	Student Services	09-138 Teachers Lounge	Aldrien Peterson
9	Testing Center	09-106 Hallway	Beth Shields
9	SOARS	09-113 Near Computer Lab	Judith Husband
10	Automotive	10-130 Automotive Shop	Gregg Hoover
10	Automotive	10-141 Near Back Door of Main Shop Area	Kenny Adams
10	Building Trades	10 Main Shop Area	Keith Moore
10	Diesel	10-105	TJ Ard
10	Electricity	10-162 Main Shop Area	Steven Bozeman
10	HVAC	10-146A	Stephen Johns
15	Health Education	15-115 Laundry Room 15-201 N. Grice-Phillips Office	Yolanda Graham

Emergency Procedures

General Emergency Procedures

When you become aware of an emergency situation where life or property is threatened, immediately call 9-1-1 or activate the Rave Panic Button, then contact LTC Administration at 850.487.7418.

Evacuation Procedures

Different emergencies require different protective actions to keep the members of the campus community safe. The unpredictable nature of emergency situations requires quick action and clear thinking to avoid death or injury. The procedures in this handbook contain guidelines for protecting yourself during most emergencies, but will not provide an absolute solution for every circumstance. During an actual disaster or emergency, the LTC Administration and first responders may supplement these procedures with detailed instructions via LTC's emergency communications protocols. Any specific instructions given during an incident are to take precedence over information in this handbook.

When To Evacuate
- Anytime you hear the fire alarm bells or siren in your building. EVACUATION IS MANDATORY DURING FIRE ALARMS, UNLESS OTHERWISE DIRECTED.
- If you smell smoke or know an actual fire is burning.
- During an active shooter situation, when you can carefully escape an active shooter and a safer alternative is not available (i.e., locking doors).
- When instructed to do so by a police/sheriff officer, by local fire/EMS personnel, or when directed by emergency alerts.

When Not To Evacuate

- When a tornado warning is given, (go to the designated shelter location for the building you are in). This will be reviewed by instructors each semester.
- When it is unsafe to do so (i.e., active shooter nearby, fire blocking exit).
- During a power failure.
- When instructed not to evacuate by a police/sheriff officer, by local fire/EMS personnel, or when directed not to by emergency alerts.

What To Do If You Must Evacuate
1. Listen carefully to instructions of emergency personnel.
2. Remain calm and quiet (please keep talking to a minimum so instructions can be clearly heard).
3. If time allows, quickly gather critical personal belongings (ID cards, keys, purses, wallets, etc.). If imminent danger exists, do not attempt to gather belongings!
4. Exit via closest exit.
5. Proceed to the building's designated indoor or outdoor evacuation area, or to an alternate area, if instructed to do so.

Lockdown
Lockdown is a tool used by emergency responders during situations when it may be more

dangerous to evacuate a building than to keep occupants inside. By controlling entry/exit and movement within a facility, emergency personnel are better able to contain and handle any threats (e.g., active shooters, terrorists).

An emergency lockdown notification may be sent from LTC Administration, the Leon County Schools Department of Safety and Security, or from local law enforcement.

It is essential for the safety of the campus community and emergency responders that individuals comply with instructions provided via alerts and by emergency personnel at all times. A lockdown will not prohibit you from exiting a building if you are in immediate danger and safe escape is possible.

Upon Alert To lockdown

1. If you are in a classroom, room or office, stay there, secure the door and windows and await further instructions or escort from emergency personnel.
2. If the door does not lock, or the lock can be easily bypassed and the door breeched, consider barricading the door with tables and chairs.
3. If you are in a corridor, go into the closest office not already secured and lock or barricade the door and windows.
4. Close curtains or blinds where possible.
5. Stay low, quiet and keep away from windows and doors.
6. Cell phones should be put on quiet or vibrate mode. Do not make non-essential calls.

Severe Weather/Tornado
Definitions of Severe Weather Conditions
1. Thunderstorm Watch - High winds, lightning, and hail are possible.
2. Thunderstorm Warning - Large hail, lightning, and damaging winds are expected.
3. Tornado Watch - Tornadoes and severe thunderstorms are possible.
4. Tornado Warning -A tornado has been detected. TAKE SHELTER IMMEDIATELY!
5. High Winds Warning - Winds of at least 40 miles per hour are expected.

What You Should Do If A Tornado Warning Is Issued
1. Do not wait for instruction. Follow procedures and move to your designated tornado shelter area, or center hallway of the building you are in if you are unable to reach your designated area.
2. Stay away from windows and doors with glass panes.
3. Sit or crouch in an inner hall or room.
4. Do not leave the tornado safety area until given the all clear from emergency personnel or Lively staff.

Active Shooter
An active shooter emergency involves one or more persons, using a firearm, engaging in a random or systematic shooting spree. While the vast majority of shootings in this country are over in a matter of minutes, involving persons known to one another, and are confined to a particular area, the active shooter incident does not necessarily follow this template.

This type of incident can last for minutes or hours, range over a large and constantly changing area, and threaten everyone within close proximity of the shooter(s). Persons may or may not

receive advance warning of an active shooter. A witness, personal observation or the sound of gunshots may be the only alert you receive, leaving little time to react. The sound of gunshots, unlike special effects in movies and television, may sound muffled and make a "pop, pop, pop" noise.

It is reasonable to assume that a series of such noises are gunshots and you should begin to take necessary precautions. Traditional response to this type of incident has been to shelter in place and wait for the police to arrive. While this type of response is not completely wrong, case studies of several active shooter incidents have shown that using only this response has resulted in an increase in casualties. Lively has adopted the "ALICE" response plan to assist you in your response should this type of incident occur.

ALICE
"ALICE" is an acronym for 5 steps you can utilize in order to increase your chances of surviving a surprise attack by an Active Shooter. It is important to remember that the "ALICE" response does not follow a set of actions you "shall, must, will" do when confronted with an Active Shooter. Your survival is paramount in this situation. Deal with known information and don't worry about unknowns. You may use only 1 or 2 parts of the response plan or you may have to utilize all 5. In this type of incident, your perception is the reality and you will be deciding what the appropriate action for you to take is.

1. Alert - Can be anything.
- Gunfire
- Witnesses
- Emergency Alerts
2. Lockdown - This is a semi-secure starting point from which to make survival decisions, if you decide not to evacuate the secure room.
- Lock the door.
- Cover any windows.
- Tie down the door, if possible, using belts, purse straps, shoe laces, etc.
- Barricade the door with anything available (desks, chairs, etc.)
- Look for alternate escape routes (windows, other doors).
- Call 9-1-1.
- Move out of the doorway/window in case gunfire comes through it.
- Silence or place cell phones on vibrate.
- Once secured, do not open the door for anyone. Police will enter the room when the situation is over.
- Gather potential weapons (coffee cups, chairs, books, pens, etc.) and mentally prepare to defend yourself or others.
- Put yourself in position to surprise the active shooter should they enter the room.
3. Inform - Using any means necessary to pass on real time information
- Can be derived from 911 calls, video surveillance, etc.
- Who, what, where, when and how information.
- Can be used by people in the area or who may come into it to make common sense decisions.
- Can be given by emergency alert/social media messages, or police public address speaker announcements.

4. Counter - This is the use of simple, proactive techniques should you be confronted by the Active Shooter.
- Anything can be a weapon.
- Throws things at the shooters head to disrupt their aim.
- Create as much noise as possible.
- Attack in a group {swarm).
- Grab the shooters limbs and head and take them to the ground and hold them there.
- Fight dirty - bite, kick, scratch, gouge eyes, etc.
- Run around the room and create chaos.
- If you have control of the shooter call 9-1-1 and tell the police where you are and listen to their commands when officers arrive on scene.
5. Evacuate - Remove yourself from the danger zone as quickly as possible.
  - Decide if you can safely evacuate.
  - Run in a zigzag pattern as fast as you can
  - Do not stop running until you are far away from the area.
  - Bring something to throw with you in case you would encounter the Active Shooter.
  - Consider if the fall from a window will kill you.
  - Break out windows and attempt to quickly clear glass from the frame.
  - Consider using belts, clothing, or other items as an improvised rope to shorten the distance you would fall.
  - Hang by your hands from the window ledge to shorten your drop.
  - Attempt to drop into shrubs, mulch or grass to lessen the chance of injury.
  - Do not attempt to drive from the area.

Policies on Campus Crime

Campus Crime & Safety Information

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act requires institutions to compile statistics for certain crimes that incidents of sexual assault, domestic violence, dating violence, and stalking. Schools will also be required to include certain policies, procedures, and programs pertaining to these crimes in their annual security reports. Beginning with the annual security report schools' issue by October 1, 2020, these crime statistics must be included for calendar years 2018, 2018, and 2020, and they will also be reported to the Department through the web-based data collection in October 2021. This annual report is available at http://www.ope.ed.gov/security/ GetOneInstitutionData.asp6

Annual Security Report

LTC's Annual Security Report is available online at LivelyTech.com, or as a printed copy available in Student Services.

Procedures for Reporting Criminal Actions on Campus

In the event a student is a witness to or a victim of a crime on campus, the incident is to be reported to the student's instructor or the nearest instructor/ staff person available. LTC instructors/staff person reports to the school resource officer who then handles the law enforcement matter. The resource officer, who is a deputy with the Leon County Sheriff's Department, reports the incident to the school Director and files a report with the Sheriff's Department.

Enforcement Authority Of & Crime Reporting By School Resource Officer

The Leon County School System has a law enforcement contract with the Leon County Sheriff's Department to have a school resource officer at LTC. The deputy is available to all students. Please contact him/her whenever needed through the Administration office.

Security & Access To Campus Facilities

LTC is inspected annually by a law enforcement official. Fire, health, and casualty inspections are conducted regularly by a Leon County School Safety Inspector. The Leon County School Emergency Plan is available to all instructors in the LTC Procedural Guide. Additionally, the School Campus Critical Incident/ Violence Action Plan is available in the LTC Administration Offices.

Annual Alcohol & Drug Review

LTC produces a report annually which is available on the website at www.LivelyTech.com or in printed form available in Student Services.

Policies on Alcohol & Drugs

Possession or consumption of alcohol or illegal drugs on school grounds, when documented, is considered serious enough to warrant the student's immediate administrative withdrawal from school. Alcohol violations are enforced as described in Florida Statute 562.111. Drug violations are enforced as described in Florida Statute 893.

Policies on Sexual Offenders & Sexual Predators

Senate Bill 524 requires each Florida College System institution, state university, and career center to inform students and employees of the Florida Department of Law Enforcement sexual predator and sexual offender registry website and toll-free telephone number. Students may access the information by calling the Florida Department of Law Enforcement hot-line at 1-855-357-7233 or going on-line at www.fdle.state.fl.us

Loitering/Trespassing

Loitering by students and visitors is prohibited. Students should be in class or in authorized support areas such as the Student Services or Registration. Individuals on campus without a legitimate purpose may be asked to leave. All visitors should report to the receptionist or Registration in Building 8 to obtain a pass. Visitors may be referred to Administration for clearance before receiving a temporary pass.

Alyssa's Law: Alert Systems in Public Schools

SB 70, Alert Systems in Public Schools, by Senator Lauren Book (D-Plantation), creates "Alyssa's Law," requiring each public school to implement an interoperable mobile panic alert system, known as "Alyssa's Alert", capable of connecting diverse emergency services technologies to ensure real-time coordination between multiple first responders. The bill is named after Alyssa Alhadeff, a student at Marjory Stoneman Douglas High School in Parkland, Florida, who was among the 17 killed on February 14, 2018.

Communication

General

Communication is paramount to an effective business. Various methods of communications are distributed within the LTC community through several channels, including (but not limited to) email, website, social media, LTC FOCUS student portal, and the REMIND emergency alert system.

Students are responsible for keeping themselves up-to-date regarding e-mail communications and FOCUS alerts. Notification by e-mail will be considered official contact. Students are expected to access their email accounts regularly to check for official Lively communications and to respond as necessary to such communications.

LTC is committed to the following:
- Giving clear directions and guidance as to the status of our programs and general school operations.
- Developing electronic communications with students.
- Utilizing the following web platforms:
  - Lively FOCUS Student Portal Messaging Platform for all enrolled students
  - Facebook, Instagram, and Twitter: for the Public, students and staff
  - School website: communication to the public, students and staff
  - Office 365 Applications: for email and office applications
  - Remind App: for communicating with staff

In the event of a sudden campus closure, or change in academic delivery method, all students will be initially notified through the FOCUS Student Portal with follow-up guidance will be sent electronically via email, text, and social media announcements.

Emergency Backups
All data that resides on our servers is backed up twice per day with daily backups to the cloud. LCSB T&IS department is responsible for all backups.

Network Reliability
Network infrastructure, including switches, wireless access points, patch panels, fiber, and network cabling are monitored and maintained by LCSB T&IS department and Presidio.

Acceptable Uses of the Network
Acceptable use of the network and internet are defined in LCSB Policy 7540.03. Use of the network is a privilege, not a right; students are encouraged to use the School Board's computers, network, and Internet connection ("network") for educational purposes. When using the network, students must conduct themselves in a responsible, efficient, ethical, and legal manner. Unauthorized or inappropriate use of the network, including any violation of these procedures, may result in cancellation of the privilege, disciplinary action consistent with the Student Handbook, and/or civil or criminal liability. Use of the network by students will be limited to those students whose parents have signed a release of claims for damages against LCSB.

Unacceptable Use of the Network
Prohibited uses of the network are defined in LCSB Policy 7540.03. Students are prohibited from downloading and/or installing file-sharing software or programs on the network. Use of the network to access, process, distribute, display or print child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors is prohibited. Malicious use of the network to develop programs that harass other users or infiltrate a computer or computer system and/or damage the software components of a computer or computing system is prohibited. If a student inadvertently accesses material that is prohibited by a file or software program that infects the network with a virus and causes damage, the student will be liable for any and all repair costs to make the network once again fully operational.

Privacy and Security

LTC's computers, network, and Internet system is to be used for educational and professional purposes. Users are reminded that all network use, including Internet use, is monitored by LCSB. LCSB Policy 7540.03 specifically states that users have limited expectation of privacy in the contents of their personal files, communication files, and record of web research activities on the network.

All users with access to the LTC's confidential data must store confidential data in LCSB approved storage locations. LCSB approved storage locations are district network drives and Microsoft OneDrive. Any confidential data that is sent electronically must be encrypted.

LTC confidential data/information maintained on computers or other electronic devices should be destroyed or disposed of only in accordance with LCSB policy and state law. Any school or department intending to surplus computing devices and or printer/copy machines or any other device that stores information must first destroy the electronic information by wiping the data from the hard drive(s), flash storage, or having this done by authorized LCSB personnel and keeping the devices physically secure until transfer to LCSB surplus.

Plan Availability and Evaluation

This plan is available on our shared network drive and is reviewed annually and approved by all staff and the School Advisory Council. School-wide plans are accessible on the school website.

Lively Technical College

Adequacy and Improvement of Physical Facilities & Technical Infrastructure

2024-2025

Adequacy and Improvement of Physical Infrastructure & Technical Infrastructure Plan

Purpose
The Adequacy and Improvement of Physical Infrastructure and Technical Infrastructure provides guidelines for the general maintenance of the Lively Technical College (LTC) campus, including the main campus located at 500 Appleyard Drive, Aviation Facility at 3290 Capital Circle S.W. and the East Side Campus, 283 Trojan Trail. LTC believes that an effective school facility is responsive to the changing programs of educational delivery, and at a minimum should provide a physical environment that is comfortable, clean, safe, secure, accessible, and conducive to teaching and learning.

Facilities Planning
Facilities planning is based on an assessment of the condition and adequacy of existing facilities, a projection of future enrollment, and alignment of campus facilities with the Leon County School Board's vision for instructional programs and facility usage. On a recurring basis, facilities needs are assessed to inform facilities planning for major capital projects, minor capital projects, maintenance and repairs.

Per LCSB, recommendations for remodeling, renovation, new construction, site acquisition, site development, and site improvement for existing and new educational and ancillary plants and auxiliary facilities shall be coordinated with the local comprehensive plan as required in F.S. 1013.33. Recommendations shall include the general location, capacity, and estimated cost of work for each project.

Educational Facilities Inspection
The LTC Campus (main, east and aviation) are visited annually for the State Requirements for Educational Facilities (SREF) Inspection. The SREF Report is provided to the Lively administration annually to report identified deficiencies and required corrective action. Subsequent notification of the completion or corrective action plan of the SREF identified deficiencies are required to be submitted to the Leon County Schools Code Enforcement Department upon completion.

Maintenance Staff
Facility maintenance is addressed through two methods. LTC has a seven-member maintenance staff for the main campus and coordinates with the Building Maintenance Superior (BMS) of the east campus, that is assigned respective areas for cleaning and under the direct supervision of the Building Maintenance Supervisor (BMS). The Aviation Maintenance Technology Program is cleaned through contractual services. Moreover, contractual services exist for lawn services on the main and east campus and at the airport aviation program.

The BMS is responsible for overseeing campus facilities to ensure the campus is safe from defects, interior and exterior hazards, and unsafe ground conditions that may expose students, staff, or visitors to danger or harm. Additionally, the BMS oversees the operational maintenance of the buildings and grounds of the facility by planning, scheduling, supervising, and performing routine and assigned work. Should an unsafe or unsanitary condition arise, the BMS will assess the situation and create a plan to correct it as quickly and efficiently as possible. Issues that are the responsibility of the campus maintenance staff are rectified immediately. For issues that fall under the responsibility of the school

district maintenance department, a work order is submitted for further action. Precautions are set in place in order to maintain a safe environment until the work order is complete.

Facility and Campus Improvement Needs

Annually, LTC works with the LCSB to submit Capital Outlay requests. Requests submitted include:
- Entire bell/fire alarm system (based on what was approved for Capital Outlay about 4 years ago, but was never done)
- Flooring Building 2: 02-205, 02-204, 02-204A, 02-203, 02-200, 02-109, 02-115, 02-106, 02-107
- Enclose outdoor area behind building 10 (HAVAC/Electrical areas)
- New carpet in building 15: 15-120, 15-122, 15-124,15-135, 15-136, 15-137, 15-206, 15-208, 15-214, 15-215, 15-211, 15-207
- Bury the electrical lines behind 4- too close to the welding equipment
- New flooring and renovation to all bathrooms in building 4 (welding/pipefitting)
- Hot water added to 02-229 suite (02-229-A, B, C)

Plan Availability and Evaluation

This plan is available on our shared network drive and is reviewed annually and approved by all staff and the School Advisory Council. School-wide plans are accessible on the school website.

Related Leon County School Board Policies

7100 Facilities Planning
7410 Maintenance
7420 Sanitation and Housekeeping

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Protection of the Institutions Technical Infrastructure 2024-2025

Protection of the Institutions Technical Infrastructure Plan

Purpose
Lively Technical College (LTC) is committed to the protection of the institution's technical infrastructure ensuring the privacy, safety and security of data.

FERPA
In accordance with the Federal Educational Rights and Privacy Act of 1974 (FERPA), as amended, a student's education records are maintained as confidential by LTC and, except for a limited number of special circumstances listed in that law, will not be released to a third party without the student's prior written consent. The law, however, does allow the College to release student "directory information" without obtaining the prior consent of the student. At LTC Technical College we consider "directory information" to include program of study, certification/credential earned, image/photograph, enrollment status, dates of attendance, awards/honors earned and date of graduation.

All LTC students may choose to "opt-out" of this FERPA exception by completing the LTC FERPA Directory Information Opt Out Form. Directory information of a student who has opted-out from the release of directory information, in accordance with this policy/procedure for opting out, will remain flagged until the student requests that the flag be removed by completing and submitting the revocation section of the form to the office of Student Services or until the student leaves the College.

Technical Infrastructure
LTC defines technical infrastructure as all systems and components required to operate and manage the IT environment for the campus. Components include hardware, software, networking components, operating systems, and data storage all of which are used to deliver IT services and solutions.

Responsible Electronic Use Guidelines

Computer Operating and Security Guidelines
Leon County School Board (LCSB) policy outlines operating and security guidelines to be used by any student or employee who has access to or use of district technology resources under Policy 7540.09 Computer Operating and Security Guidelines (Computer Use Manual). This manual addresses the following topics:

- appropriate use of District computers, communication resources, and networks
- password selection and protection
- e-mail
- timely reporting breaches of security or possible security vulnerability to your site technology contact and Technology & Information Services
- appropriate handling of sensitive/confidential information
- physical security of technology related devices
- copyright infringement
- purchasing of technology
- appropriate disposal of data

- removal of access to technology resources, return of technology resources, etc., upon termination/retirement/transfer of an employee or other users of District computer technology resources (use of the Employer Supervisor Exit Checklist form)
- appropriate salvaging of computer equipment to insure removal of sensitive data (DBAN procedures)
- electronic discovery (lawsuits and subpoenas)

Use of Personal Communication Devices

The use of personal communication devices (PCDs) on school grounds must be appropriately regulated to protect students, staff, and the learning environment. Leon County School Board Policy 5136 defines personal communication devices as computers, tablets (e.g. iPad-like devices), electronic readers (Kindle-like devices), cell phones, smartphones, and/or other web enabled devices of any type. Policy 5136 outlines the use of personal communication devices.

Emergency Backups

All data that resides on our servers is backed up twice per day with daily backups to the cloud. LCSB T&IS department is responsible for all backups.

Network Reliability

Network infrastructure, including switches, wireless access points, patch panels, fiber, and network cabling are monitored and maintained by LCSB T&IS department and Presidio.

Acceptable Uses of the Network

Acceptable use of the network and internet are defined in LCSB Policy 7540.03. Use of the network is a privilege, not a right; students are encouraged to use the School Board's computers, network, and Internet connection ("network") for educational purposes. When using the network, students must conduct themselves in a responsible, efficient, ethical, and legal manner. Unauthorized or inappropriate use of the network, including any violation of these procedures, may result in cancellation of the privilege, disciplinary action consistent with the Student Handbook, and/or civil or criminal liability. Use of the network by students will be limited to those students whose parents have signed a release of claims for damages against LCSB.

Unacceptable Use of the Network

Prohibited uses of the network are defined in LCSB Policy 7540.03. Students are prohibited from downloading and/or installing file-sharing software or programs on the network. Use of the network to access, process, distribute, display or print child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors is prohibited. Malicious use of the network to develop programs that harass other users or infiltrate a computer or computer system and/or damage the software components of a computer or computing system is prohibited. If a student inadvertently accesses material that is prohibited by a file or software program that infects the network with a virus and causes damage, the student will be liable for any and all repair costs to make the network once again fully operational.

Internet Use

Internet use is defined in LCSB Policy 7540.03. Use of the Internet and any information procured from the Internet is at the student's own risk. LCSB makes no warranties of any kind, either express or implied, that the functions or the services provided by or through the network will be error-free or without defect.

LCSB is not responsible for any damage a user may suffer, including, but not limited to, loss of data, service interruptions, or exposure to inappropriate material or people.

LCSB is not responsible for the accuracy or quality of information obtained through the Internet. Information (including text, graphics, audio, video, etc.) from Internet sources used in student papers, reports, and projects should be cited the same as references to printed materials.

LCSB will not be responsible for financial obligations arising through the unauthorized use of the network. Students or parents of students will indemnify and hold LCSB harmless from any losses sustained as the result of misuse of the network by the student.

Complaints received from other sites regarding any of the District's users will be fully investigated and disciplinary action will be taken as appropriate

Passwords

LTC recognizes the importance of maintaining the security of data and technology resources required to operate the educational enterprise. Authorized users of technology resources, including students and staff, shall have passwords to authenticate their identity and provide access to the appropriate systems. LCSB Policy 7530A specifies the district required minimum password requirements. It is a violation of LCSB policy for any person to disclose any assigned password to any other person, except to a member of the Technology & Information Services staff, for problem resolution purposes. It is the responsibility of each employee to whom a password is assigned to maintain the confidentiality of the password. Under no circumstances shall passwords be posted or kept in a place that is accessible to unauthorized persons. All users will be required to update network passwords at least once every sixty (60) days.

Privacy and Security

LTC's computers, network, and Internet system is to be used for educational and professional purposes. Users are reminded that all network use, including Internet use, is monitored by LCSB. LCSB Policy 7540.03 specifically states that users have limited expectation of privacy in the contents of their personal files, communication files, and record of web research activities on the network.

All users with access to the LTC's confidential data must store confidential data in LCSB approved storage locations. LCSB approved storage locations are district network drives and Microsoft OneDrive. Any confidential data that is sent electronically must be encrypted.

LTC confidential data/information maintained on computers or other electronic devices should be destroyed or disposed of only in accordance with LCSB policy and state law. Any school or department intending to surplus computing devices and or printer/copy machines or any other device that stores information must first destroy the electronic information by wiping the data from the hard drive(s), flash storage, or having this done by authorized LCSB personnel and keeping the devices physically secure until transfer to LCSB surplus.

Cell Phone/Wireless Communication Device

LTC employees are eligible for a voice-only wireless communication device (WCD) if the director requires the employee to be available by phone beyond normal business hours and the employee is required to be on call. Employees have no right to privacy with respect to the use of LCSB -owned WCDs. This includes any and all voicemails, social media messaging, emails, text

messages, call history and/or any other information stored on a wireless communication device, regardless of whether stored in the device or in remote sites and/or with remote services. The LCSB has the right to inspect any and all LCSB-owned WCDs used by employees for such information at any time and without notice. LCSB policy 7530.01 provides detailed guidance for employees who have been issued and use a district-owned wireless communication device.

Texting

Texting has become a way of life for all of us. All LTC employees are reminded that every communication in print we make for work must be available for public records requests. LCSB has purchased a district account for the Remind Application to capture all text communications between employees regarding LCSB business. All employees who chose to text school related business, must do so using the Remind Application.

Plan Availability and Evaluation

This plan is available on our shared network drive and is reviewed annually and approved by all staff and the School Advisory Council. School-wide plans are accessible on the school website.

The Leon County Schools Technology and Computer Use Guidelines can be found: https://www.leonschools.net/site/handlers/filedownload.ashx?moduleinstanceid=68943&datai d=98099&FileName=Technology%20and%20Computer%20Use%20Guidelines.pdf

Related Leon County School Board Policies:

Computer Operating and Security Guidelines (7540.09)
Computer Technology and Networks (7540)
Electronic Mail (7540.05)
Network Access from Personally-Owned Computers and/or Other Web-Enabled Devices (7542)
Security of User Access to District Technology Resources (7530A)
Staff Network and Internet Acceptable Use and Safety (7540.04)
Technology Privacy (7540.01)
Use of Personal Communication Devices (5136)
Utilization of the District's Website and Remote Access to the District's Network (7543)

Lively Technical College

Media Services
2024-2025

Media Services Plan

Purpose

The Media Services Plan outlines the scope and availability of media resources for students and staff at Lively Technical College {LTC}. A variety of current and relevant educational materials are maintained by the college to support the curriculum and provide students the tools necessary to be successful in their program. LTC receives support from the Leon County School Board (LCSB), Office of Technology and Information Services.

The purpose of the Media Services Plan is to support LTC's educational programs so that the students' educational goals will be met and the school's mission fulfilled. LTC staff believes that students must be equipped with the skills to create, retrieve, manage and synthesize information for productive purposes and, most importantly, to make decisions and evaluate problems based on that information. Students must be prepared to work with industry-standard tools, devices, procedures, materials, and other industry-specific technologies, and the best way to accomplish that preparedness is for the resources to be available in the classroom. All media services, technology, facilities and materials are comprehensive, current, selected with faculty input, and accessible to the faculty and students.

Scope and Availability of the Services

Since the programs at LTC have very different subject areas and needs, each program and/or department maintains its own media resources in an area available to the students. This arrangement facilitates intra-departmental sharing of resources as needed. Relevant materials are purchased for supporting educational programs, inclusive of all methods of program delivery, supplementing instruction, and are available for student use during program hours.

Several of the Lively programs: Automotive, Health Education, and Heating, Ventilation, Air-Conditioning/Refrigeration {HVAC} have their own network shares located on a local file server and are not cloud based. These are on the school's intranet, which is accessible to all faculty and staff associated with those individual programs.

All administrative staff, non-administrative staff, instructors, and students have a One-Drive account. OneDrive features connect all your files across Microsoft Office 365. OneDrive helps to easily add shared files, enhance collaboration, and use visibility and controls for security from Teams to individual OneDrive accounts. Microsoft Office 365 Suite is accessible from school or home. The office suite allows for secure emailing, downloading, uploading, and saving documents. If the student's program requires Adobe or Image Ready Software, the student has an online account with that organization connected to Lively accounts, so they can access the software from school or home.

Examples of program media include Class Links (one sign in to all programs), Raptor Alert (emergency situations), Remind (text message to all student and staff for emergency), online interactive websites for manufacturing training, reference books, professional journals/periodicals, audio and video media, software, online resources for specific industry

needs, and related equipment pertinent to the particular program. Faculty, with the input from advisory committee members, students, and industry partners, work closely with the administration to provide appropriate media services for all programs.

Computers are available for student use on campus. A wide variety of software is available on campus computers so, students can conduct online research and/or complete curriculum Competencies.

Current and Relevant Educational Materials

Each program media center houses a variety of auxiliary educational materials that complement the professional materials used in the program and are intended to support the instructional programs offered. The media resources are sufficient to ensure the achievement of desired student learning and program objectives, and consist of books of a business, professional, technical, and industrial nature; reference materials, audio-visual materials including videos, CDs and DVDs, technical magazines and other pertinent periodicals. Programs utilize web-based student and faculty member learning resources available in their career fields. Audio-visual equipment utilized in program areas includes LCD panels, video projectors, high definition televisions, document cameras, computers with internet access, printers, digital cameras, and scanners. Copy machines are available in multiple areas of the school for teacher use, and for students needing reasonable copies are also accommodated.

Staff Person Responsible for Implementation and Coordination of Media Services

The Director is the designated administrator responsible for implementation and coordination of media services.

Roles and Responsibilities of Designated Staff Members

The Director maintains the school wide media inventory with the assistance of school leaders and faculty. She also ensures that the updated inventory is available on the school Internet. Faculty and/or department chairpersons are responsible for maintaining accurate program media. Each department requests their media of choice which is previewed by an instructor committee and approved for purchase by the director.

Orientation of User Groups

New faculty members are paired with a mentor teacher who familiarizes him/her with the available learning resources.

The Media Services Plan is posted on the staff share drive and reviewed and updated annually with faculty during pre- and post-planning. Throughout the year, periodic orientation and training

is available to faculty and staff on the availability and use of media resources, online systems, computer equipment, software, etc. FOCUS our management system has tutorials available for instructor and staff assistance through the FOCUS University. FOCUS has a student side with online applications for student enrollment, financial aid, resources, programs, form & reports, school calendar, and student login. Program faculty provide orientation to students concerning

the media resources, and information about media resources. This information is published in the school catalog, and on the Lively Website.

Facilities and Technical Infrastructure Essential for Using Media Materials

Since most of the media and technology are located throughout the campuses in specific program areas, no special facilities are needed. Computers can be found in various locations and in the classrooms. All staff and faculty have access to FOCUS, Lively' s Online Management System where the school-wide inventory of media resources is available.

The technical infrastructure is adequate in meeting the media services and materials. Student computers and peripherals are purchased yearly and rotated throughout campus every three years, as needs are assessed by administration. The older computers and peripherals are transferred to Leon County Schools Property Management or donated to other schools in the district as needed. LTC is a part of the LCSB, and provides the technical infrastructure, computer updates, emails, support, for the campus computers.

Wireless Internet is available throughout Lively' s campus. A Bring Your Own Device (BYOD) policy has been implemented where students can use the guest network to access the internet. LTC has an IT Department that is capable of maintaining the campus servers and network infrastructure, in conjunction with the Leon County Schools Technology and Information Systems (TIS) Department. Instructors act as a liaison between the IT Department and the students and have some administrative permissions, like resetting their own students' passwords if need be.

Student Services Area

LTC has a Student Services Area located in building 9. The Student Services area was designed to promote and support small groups and individuals with career questions, directions, staff/department help, computer availability, and access to a printer. The Student Services area has Computers for students to use as well as an area where students can charge their personal devices.

Testing Center

LTC has a Testing Center located in building 9. The Testing Center provides a secure and credible testing environment. The testing rooms are equipped with cameras and sound for proctors to monitor student testing compliance. The hours vary depending upon the time of year and are published on Lively' s website. Instructors can schedule group tests by making a request to the Testing Center staff. Tests offered at the center, include but may not be limited to:

- CASAS (Basic Ability Test)
- Adobe Certified Associate exams (Animate, Dreamweaver, Flash, Illustrator, InDesign, Photoshop, Premiere Pro),
- Microsoft exams (Word, PowerPoint, Outlook, Excel, Access, One Note)
- Autodesk
- Toon Boom
- Certiport exams (QuickBooks, Entrepreneurship and Small Business (ESB)
- HESI (nursing exam)

- TEAS (nursing exam)
- Airframe and Powerplant Oral & Practical exams
- Heating, Ventilation, Air Conditioning/Refrigeration Certification exams
- American Welding Society exams (AWS)
- Automotive Service Excellence (ASE) for Dual Enrolled Students
- Parapro
- PearsonVue
- National Health Association
- PSI (TSA)

Testing Center Student Responsibilities

1. Seating is limited and, in most cases, tests require an appointment made at least one full business day prior to your desired testing date. Students must call the testing office to schedule an appointment.
2. A valid photo ID is required for all tests
3. Arrive at least 15 minutes prior to your test
4. No backpacks, cell phones, purses, food, drink, or other materials are permitted in the testing room. Testers will be provided access to a secure locker for their belongings.

Testing Accommodations

Students who have provided appropriate documentation of a disability to the Student Services Office may request testing accommodations through the Testing Center. Students should provide five (5) days advance notice of testing accommodations.

Testing Center Policies

- A valid photo ID is required for all testing.
- All cell phones must be powered off and placed in a locker.
- Children and guests are not permitted in the testing room. Children cannot be left unattended in the lobby area.
- No food or beverages are allowed in the testing room.
- Any test materials (calculators, notes, books, etc.) may only be used per instructions authorization. Test takers will be notified of all approved materials by Testing Center staff prior to the start of their exam.
- Examinees taking tests on the computers are strictly prohibited from any other activity. Testing Center Policies:
- When allowed, all scratch paper must be turned in to testing center staff for disposal.
- The center is equipped with camera and sound surveillance.
- Any disturbances in the testing area will result in your being asked to leave.

Cheating and other forms of examinee misconduct are serious offenses. If it is determined that you committed one of these offenses, an incident report will be submitted to the Director. These offenses include:

- Having unauthorized materials during your test.
- Taking a test for another person.

- Removing or attempting to remove any testing materials from the Testing Center.
- Using unauthorized testing aids to include cell phone, study aids, cheat sheets, etc.

Program Area Media Resources

The program areas offer industry specific resources and maintains relevant media resources for students in their respective classrooms and/or labs. Instructors gather input from occupational advisory committee members, best practices in learning development strategies, and consider student survey feedback to provide appropriate media materials and equipment for each program.

Professional Development

There are mandatory workshops for all faculty at the beginning of the school year and throughout the year. Training and guidance are modeled on specific learning resources for all college employees. New student orientation is conducted online through the FOCUS information system and the safe college portal. Students' complete orientation during the first week of class.

Technical Infrastructure

LTC provides a technical infrastructure essential for using media materials that are conducive to student learning and allows for safe, flexible, open access for all types of learners. The technical infrastructure of the campus allows for the integrations of technology and supports innovative practices by way of:

- Campus-wide wireless access
- Capabilities to use personal devices
- Network filtering for protection from inappropriate sites

Media Services Staff and Technology Support

LTC's FOCUS portal has instructions for the LTC help desk, which covers all issues or questions related to FOCUS. This is also the location for the District and School Announcements, Alerts, and Upcoming Events.

The Testing Center has two full time staff that are responsible for managing and maintaining the testing center and schedule. They are responsible for maintaining the security and integrity of the tests offered.

Inventory

The procedure to inventory media supplies, equipment, machines, and tools is guided by the requirements of the, Property Management office. Assigned barcodes are affixed to the items received at the college by the inventory control designee. That barcode is registered with the district and includes a detailed description of the item. Inventory is conducted on an annual basis. Property Management oversees the document of assets. Following the inventory, a report is prepared and submitted to the by LTC's college director that includes the results of the inventory. If further action is necessary, the property management office will provide instructions to the college director.

Media Services Budgetary Support

LTC meets on a bi-annual basis to assess the media services needs of each program. Program instructors provide administration with a list of media services needs to facilitate the highest level of instruction in their given field. A funding plan is determined by analyzing many factors, such as the number of programs offered, total program enrollment, program-specific enrollment and available funding to determine the budgetary support needed each year. LTC provides budgetary support through state funding, federal funding, and student fees.

Annual Budgetary Support for Media Services

Administration meets annually with all program instructors to determine program specific needs to the upcoming fiscal year. Administration performs a needs-assessment based on the items needed and prioritizes funding based on the most critical of needs. Program needs are predominately met with the funding assessed to students in the form of tuition and fees. If additional funding is necessary, LTC utilizes the state appropriation, as well as grant funding to accommodate the needs of the program. In the rare occasion that all of the needs cannot be met with funding available for the given year, a rotational funding plan is maintained to ensure a plan for all needs are met as soon as possible.

Evaluation of Services Available

It is vital to the success of the college, staff, students, and community we serve to continue to provide the services that support the vision to provide a skilled competent workforce. Collecting data, surveys, and feedback are the most effective way to know if those needs are being met. Annually, students and staff are given the opportunity to participate in an online exit survey that is located on the LTC webpage and sent out by email when a student is withdrawn from an LTC Program. The exit survey addresses many services provided at the college, and specifically addresses the adequacy of media services. The results are thoroughly analyzed and shared with the staff and the institutional advisory committee to determine if any modifications are necessary. Recommendations are made based on the results so that the college can continue offering the most accurate, relevant, and current resources to staff and students in support of the college mission.

Plan Availability and Evaluation

This plan is available on our shared network drive and is reviewed annually and approved by alt staff and the School Advisory Council. School-wide plans are accessible on the school website.

Program surveys include questions rating reference to instructional experience, materials and resources. Students are asked to complete this survey during each school year. In addition, climate surveys, which are distributed annually to staff and students, ask responders to rate the effectiveness of LTC's Media and Services. Responses from both surveys are reviewed by the administration twice a year to determine areas of concern or need. These surveys allow administration and instructional personnel to identify strengths and weaknesses and respond accordingly. Taking these surveys into consideration will help improve the quality of the school.

Student Retention

2024-2025

Student Retention Plan

Purpose
Lively Technical College (LTC} is committed to researching and utilizing various strategies for improving student retention and rates for program completers. Student Services staff implements student coaching focused on self-awareness, maintaining a work-life-school balance and community resources.

Strategies
The following list includes strategies Student Services implements to increase student retention, focused on strengthening and improving academics and soft skill trainings:

- Academic Advising
- Student Seminar Workshops
- Study Skills Workshops
- ASB
- FOCUS Instructions & Workshops
- Teacher Engagement
- 504 Planning, Coordination & Support
- Personal Growth & Emotional Support
- Referrals to licensed mental health counselors
- Community Resource Advising & Information Board
- Attendance Management

Student retention occurs when everyone on campus has a role to play. Faculty and administration are crucial to the quality of education offered, as well as, the personal contact and relationships developed with students. LTC support staff also build relationships with students and play a critical role in student persistence. The family-oriented environment throughout campus allows students to utilize modernized technologies while applying soft skills. Cleanliness of the campus is also a contributing factor.

This retention plan identifies strategies, goals, and responsibilities for improving the quality of student life and learning at LTC. By doing so, student engagement and retention will improve leading to successful graduates and future employees. Student retention will be defined as the percentage of first-time enrolled students who persist to complete their program of study.

As a technical college with an open enrollment policy for most programs, our vision of student success is to lead workforce training by utilizing industry driven educational solutions and community partnerships to equip students to meet the needs of local and global employers. Our plan involves five key strategies as we focus on increasing student retention rates in each program.

1. Academic Advising
Academic advising is a critical factor in student success. Supportive, knowledgeable, and accessible advisors are essential for helping students enroll in the right program for the right reason. In addition, providing the resources the students need to succeed.

2. Teaching Students Habits for Success

It is important students understand the expectations for success with regards to their academics, attendance, technology, soft-skills and professionalism while in class. Students complete a school-wide orientation, a program orientation and FOCUS training when they begin their program of study. Both orientations and FOCUS training provide an overview of the expectations for success.

Student Seminars and Study Skills Workshops are offered throughout the year on professional skills, test taking strategies, study skills, money management techniques etc. to assist students with the development of positive habits which will lead to success in their program

3. Surveying Students

It is important to survey students regularly to handle any issues that might occur. This allows administration time to act upon feedback and address issues as they arise. Surveys are performed both through formal and informal methods. All students complete an exit survey at the end of their program or when they withdraw.

4. Collecting Data and Put it to Good Use

Data is collected during enrollment, and after drop/add to provide data by program to be used as a baseline for the academic term. A campus wide report is conducted each term to establish student enrollment status. Each program instructor can run an independent report specific to their program's roster at any given time in the FOCUS Student Information System. In addition, instructors receive notification of student withdrawals, as they occur, providing valuable on-going program retention data.

5. Combining the Strength of all Resources

Student retention is everyone's responsibility. Whether a faculty member, counselor, career advisor, financial aid specialist, or administrator, developing a comprehensive approach to student retention will be more effective if everyone is involved. Administration works with staff through professional development and faculty meetings to look at program data and to share best practices for keeping students successfully engaged, enrolled and progressing according to their program of study.

Priorities

The Student Retention Committee was implemented. The committee is made up of members from the student services department, faculty, and administration. Data is collected and analyzed in order to provide input from the student perspective to drive ongoing school improvement. After evaluating the current retention process, the staff will make the following a priority:

- Orientation sessions will be scheduled each term so students will feel comfortable and welcomed before class starts. In addition, expectations for success will be outlined.
- Staff development on topics including Students with Disabilities (IEP & 504 information) and Diverse Populations will be provided during preplanning and throughout the year.
- Additional resources will be provided for academic advising. These resources include additional training in career interest inventories, continuous review of testing, ASB program and placement process to ensure students are adequately prepared for their chosen programs, and/or staff members program shadowing.

- Student Services coordinator will provide a robust offering of student activities, which will lead to strong relationships with and between students.
- Workshops and Seminars will be scheduled throughout the year to promote student success in the classroom and future workplace.
- Informal surveys will be available so students can continue to offer suggestions and voice their opinions/concerns.
- Exit surveys will be available to students upon completion or withdrawal of the program.

Plan Availability and Evaluation

This plan is available on our shared network drive and is reviewed annually and approved by all staff and the School Advisory Council. School-wide plans are accessible on the school website.

Informal surveys will be available during the year so students can provide ongoing data. Retention data from the FOCUS Student Information System is available to faculty members who will use that data to set individual program goals to increase retention. Individual program data will be a part of the instructor's annual review.

Administration will discuss retention results with the faculty and staff throughout the year, and a school-wide summary of the retention results will be shared annually with the entire staff. Completion rates will be published annually on the web page, program cards and the course catalog. The Effectiveness of Student Retention Plan will be reviewed annually.

Lively Technical College

Placement Services
2024-2025

Placement Services Plan

Purpose

At Lively Technical College (LTC) students have the opportunity to enroll in a variety of different programs. However, we understand that student placement in programs appropriate to a student's future goals and career interests is vital for success. The Student Services staff provides students with support services designed to facilitate their academic learning, personal development and career success.

Career/ Academic Advisement

Members of the Student Services staff strive to help prospective students make appropriate career decisions based on their interests, abilities and needs. Before choosing a career program, prospective students are guided and encouraged to learn about themselves and research careers that they are interested in by researching the academic and skills requirements, work environment, and job outlook. A website of career pathway inventories are available to assist prospective students in choosing a career program that best matches their interests and abilities. Student service advisors arrange shadowing experiences for prospective students. Additionally, advisors provide information about community agencies that may assist them in their decision-making process such as CareerSource Capital Region, high school guidance counselors (for dual enrolled students), Vocational Rehabilitation, and Veteran's Services.

Selection of Program of Study

If a prospective student is unsure of what program they want to pursue, Student Services staff provides the following services:

- Discuss with student their interests and abilities
- Offer student a copy of the "Career Pathways - How to Choose a Career Path" brochure which in addition to presenting information of how to plan your educational path also contains a list of websites to research careers and their educational requirements
- Refer, review and discuss with student the Career Path Assessment poster on the Student Services bulletin board which features potential careers based on personalities, abilities, skills and values
- Refer student to the Employ Florida website the FL Ready To Work which has an interactive quiz relating to employment goals and interests.
- Review with student the pros and cons of their previous work and volunteer history.
- Discuss with student programs offered by LTC and the individual related program requirements
- Review with student their transcripts and/or CASAS scores.
- Provide student information about community agencies that may assist student in their decision-making process such as Capital Region CareerSource, high school guidance counselors (for dual enrolled students), Vocational Rehabilitation and Veteran's Services.

If prospective student is sure of the program they want to pursue, Student Services staff provides the following:

- Offers to assist student with questions they may have about the program and discuss the program's requirements

- Review with student their transcripts and/or CASAS scores.
- Arrange shadowing experiences, if interested.
- Provide student information about community agencies that may assist them in their decision-making process such as Capital Region CareerSource, high school guidance counselors (for dual enrolled students), Vocational Rehabilitation, and Veteran's Services

Upon choice of program, Student Services staff will:
- Ensure LTC application is completed and if applicable individual program applications paperwork has been completed
- Scan all enrollment documentation into the FOCUS Student Management Platform
- Work with student to complete new student schedule paperwork

Registration & Admissions Process
Student Services staff are responsible for assisting new and returning students in the enrollment process. The staff responds to requests for information regarding course content and the admissions process. One of the primary responsibilities of Student Services is the coordination of the student enrollment process and the new student orientation.

Academic Support
At LTC, the Student Services staff encourages and supports students in the progression and acquisition of their technical career skills and the personal soft skills they need to successfully complete their career and postsecondary certifications. The staff assists students in seeking solutions to their academic and personal challenges. Academic support services are designed to build effective study skills, motivation, perseverance, accountability and responsibility. The academic resources available to students include:

- Computers, internet and printer/copier for academic work
- Coordination with program instructors to resolve student academic, attendance and community resource needs
- Assistance with course program changes and withdrawals

Plan Availability and Evaluation
This plan is available on our shared network drive and is reviewed annually and approved by all staff and the School Advisory Council. School-wide plans are accessible on the school website. Additionally, student exit surveys and ongoing student feedback are used in the annual review of the plan.

Lively Technical College

Effectiveness of Student Services 2024-2025

Effectiveness of Student Services Plan

Purpose

Lively Technical College's {LTC) Effectiveness of Student Services Plan ensures that student services are offered and maintained at the highest possible level to support student success.

Identification of Responsibility for Coordination of Student Services

LTC employs a Coordinator of Student Services who is responsible for the Admissions/ Application Process, Enrollment, Placement and Testing Departments. These areas work together to assist students as they seek general program and testing services information, receive career advisement, enroll in LTC and seek employment opportunities. The student services staff provides individual assistance.

Specific responsibilities of the Student Services Department include:

- Assist potential students with the application process.
- Provide potential students with career and academic program advisement.
- Respond to phone, emails and in-person requests for information regarding course content and the registration process.
- Oversees assessments and placement testing for new students as needed
- Provide campus tours to potential students by marketing department.
- Track receipt of and evaluate applicant high school/college transcripts and CASAS scores.
- Oversee new student orientation program.
- Provide Student Seminar Workshops focused on areas of personal and career growth.
- Provide student casework services and referrals for counseling, crisis intervention and personal growth.
- Provide community resource information (i.e. food, clothing, housing) to students in need of additional services.
- Provide job application, interview, placement services AND RESUMES.
- Liaison with community partners to provide career, educational and personal growth information and opportunities for students.
- Coordinate 504 services.

LTC also employs a Coordinator of Financial Aid who oversees the financial aid department (scholarships, Bright Futures and Florida Prepaid) and the schools Veteran Affairs services. The Coordinator of Financial Aid is responsible for ensuring compliance with federal, state, and district regulations, develops and administers policies and procedures, analyzes practices to enhance service, supervises staff, and provides financial aid counseling to students. The Coordinator represents Lively at state and regional conferences, as well as acting as a liaison with high school students, parents, and administrators.

Specific responsibilities of the Financial Aid Department include:
- Works with students to complete the FAFSA® (Free Application for Federal Student Aid).

- Analyzes and evaluates financial viability of students and families, and provides advice and counsel regarding available financial aid opportunities, eligibility requirements, and the application process.
- Process student aid applications and package awards.
- Monitor student's academic progress.
- Provides guidance to students to ensure that they remain compliant with financial aid regulations.
- Ensure compliance with federal state, local and institutional laws and regulations.
- Communicate financial obligations in a timely manner.

The Coordinator of Student Services and the Coordinator of Financial Aid work together to ensure administrative and academic support for all students.

Provides for the Counseling of Student

LTC Student Advisors provide initial contact with potential students to provide information about various programs at LTC and the steps to enroll. The website, course catalog, program flyers and program cards include information about each program as well as information about graduation rates, potential employers and potential earnings for each program. Program Specialist counsel each student and begin to assess the student's educational needs, need for support services, and/or accommodations. If applicable career pathways are explored through Florida Shines (www.floridashines.org}, MyCareerPathways (www.mycareerpathways.org/) and FLORIDA ready to work (myfloridareadytowork.com). All three sites provide information about various careers available. LTC's Student Services Coordinator also works directly with students who self-disclose to establish applicable accommodations. The Coordinator reviews and maintains appropriate documentation and facilitates communication between instructor(s), the student, and the appropriate administrator. LTC Student Services staff, working with core partners, provides additional identified services.

Plan Availability and Evaluation

This plan is available on our shared network drive and is reviewed annually and approved by all staff and the School Advisory Council. School-wide plans are accessible on the school website.

Data on the effectiveness of student services personnel come from a variety of sources:

- Biannually, current students at all locations complete program evaluations which include questions about student services.
- Annually, students, faculty and staff complete the Climate Survey.
- Surveys are completed by each student when he/she exits the program.

The program evaluation and Climate Survey data related to student services is reviewed by the administrative team annually.

The survey results are disseminated to the faculty and staff annually and reviewed during annual appraisals of student services staff, discussed at staff meetings, and used for continuous improvement of student services.

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