



**GILCHRIST COUNTY SCHOOL BOARD  
AGENDA  
APRIL 21, 2015 6:00 P.M. – BOARD ROOM 14-002**

**Character Trait of the Month – Cautiousness: Not Acting Quickly in Order to Avoid Potential Problems or Dangers**

**IT IS UNLAWFUL TO KNOWINGLY DISRUPT OR INTERFERE WITH A SCHOOL BOARD MEETING  
AND ANY SUCH ACTION MAY RESULT IN A MISDEMEANOR OFFENSE OF THE SECOND DEGREE.  
THIS INCLUDES INDIVIDUALS WHO ADVISE, COUNSEL, OR INSTRUCT  
STUDENTS OR SCHOOL BOARD EMPLOYEES  
ON TECHNIQUES FOR DISRUPTING A SCHOOL BOARD MEETING.**

**OPENING CEREMONIES**

Invocation  
Call to Order

1. Approval of Agenda
2. Approval of Minutes
  - A. April 06, 2015
3. Citizen Input/Delegations
4. Public Hearing, Adopt/Amend SB Policy 7.01D, School Budget System – 6:15 PM
  - Advertisement SB Policy 7.01D
5. Operations
  - A. Current Projects
6. District Matters
  - A. FOCUS Program



**GILCHRIST COUNTY SCHOOL BOARD  
CONSENT AGENDA  
APRIL 21, 2015  
6:00 P.M. – BOARD ROOM 14-002**

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7. Removal of Items from Consent Agenda
8. Consent Agenda (**SUPERINTENDENT RECOMMENDS APPROVAL**)
  - A. Financial
    1. Check Summary
      - a. Report Date: 04/01/15 – Time: 9:58 AM
      - b. Report Date: 04/01/15 – Time: 10:57 AM
      - c. Report Date: 04/02/15 – Time: 3:14 PM
  - B. Agreement/Amendment/Contract/Grant/Project/Change Order
    1. FISH Certification
    2. SpyGlass Snapshot Audit Agreement
    3. NEFEC Program Endorsements
      - a. Gifted Add-On Endorsement Program 2015-2020
      - b. Prekindergarten Disabilities Add-On Endorsement Program 2014
    4. JRA Architects Contract –Trenton Historic Gym Renovations
      - a. Standard Form of Agreement
      - b. Short Form Agreement #1
      - c. Short Form Agreement #2
  - C. Personnel
    1. Termination of Probationary Employee – Last Working Day: April 10, 2015
      - a. Trenton High School Teacher (Science) - Employee #4551
    2. Substitute/Volunteer/Program Substitute (21<sup>st</sup> Century) – Effective April 22, 2015 Unless Otherwise Indicated – (CONTINGENT UPON VERIFICATION OF QUALIFICATIONS AND BACKGROUND REVIEW)
      - a. Emerald Hagan – (Instructional/Non-Instructional Substitute)
    3. Volunteer – (CONTINGENT UPON VERIFICATION OF QUALIFICATIONS AND BACKGROUND REVIEW)
      - a. Yuliya Faught – Effective April 15, 2015
  - D. Approved Courses for 2015-2016



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- 9. Reports
  - A. Board Members
    - 1. Deen Lancaster, District 5
    - 2. Julie Thomas, District 4
    - 3. Michelle Walker-Crawford, District 3
    - 4. Robert Clemons, District 2
    - 5. Christie McElroy, District 1
  - B. Superintendent
    - 1. Trips
  - C. Board Attorney
  - D. Assistant Superintendent
  - E. Instructional Directors
    - 1. Elementary Education
    - 2. Secondary Education
    - 3. Special Programs
  - F. Support Directors
    - 1. Finance
    - 2. Human Resources
    - 3. Operations
    - 4. Food Service
    - 5. Technology
  - G. Elementary Schools
    - 1. Bell
    - 2. Trenton
  - H. High Schools
    - 1. Bell
    - 2. Trenton



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- 10. Student Services
  - A. Disciplinary Reviews
    - Expulsion Recommendations
      - 1. Case #15-033 – 7:00 PM
      - 2. Case #15-034 – 7:15 PM



**GILCHRIST COUNTY SCHOOL BOARD  
ADDENDUM TO AGENDA  
APRIL 21, 2015  
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**ADDITIONAL INFORMATION**

8-C-1-a. Terminate Probationary Employee – Trenton High School Teacher (Science), Employee #4551

**ADDITIONS TO AGENDA**

- 11. Student Transfer Application
  - A. 11<sup>th</sup> Grade Student to Trenton High School from Alachua County (SY 2014-2015)
  - B. 9<sup>th</sup> Grade Student to Trenton High School from Dixie County (SY 2015-2016)
- 12. Personnel
  - A. Supplement Awards
  - B. Resignation
    - 1. Ashley C. Hines, Teacher Aide, TES – Last Working Day: April 23, 2015

Trenton, Florida  
April 06, 2015

The Gilchrist County School Board met in Board Room 14-002 on Monday, April 06, 2015 at 10:00 A.M. with the following members present:

Michelle Walker-Crawford, Vice Chair  
Christie McElroy  
Julie C. Thomas  
D. Deen Lancaster

Also present were Robert G. Rankin, Superintendent of Schools and Lindsey Lander, Gilchrist County School Board Attorney.

Upon completion of opening ceremonies, the following business was transacted:

### **AGENDA**

In the absence of Chair Robert Clemons, the meeting was conducted by Vice Chair Michelle Walker-Crawford. The Vice Chair amended the agenda for good cause. The amendment consisted of the following:

#### **REMOVE FROM AGENDA**

6. Operations

#### **REMOVE FROM CONSENT AGENDA**

8-B-1-a & b. Evaluation Systems – Administrator and Teacher

Julie Thomas moved to approve the agenda as amended and Deen Lancaster seconded. Vote was unanimous for approval.

### **MINUTES**

Motion was made by Deen Lancaster and seconded by Julie Thomas to accept the minutes of the meeting held on March 24, 2015. Vote was unanimous for approval.

### **DISCIPLINARY REVIEWS**

In closed session, the Board conducted the following disciplinary reviews.

Case #15-029: Student # 2100006832 and the student's parent/guardian appeared at the hearing. All parties presented testimony. Superintendent Robert Rankin made his recommendation. Deen Lancaster moved to place Student #2100006832 in the FOCUS Program under the expulsion umbrella; that the student must seek

counseling; that student enrolled in FOCUS, as a result of School Board action, shall be transported to student's home school site or FOCUS site by bus, parent/guardian or approved, designated non-student adult; that if student chooses not to attend FOCUS, the student shall be expelled for the remainder of the 2014-2015 school year and all of the 2015-2016 school year; that the student shall not be allowed on any Gilchrist County school campus or at any school function during the expulsion period (except to attend the FOCUS Program during school hours); that the student shall appear before the School Board prior to returning to regular classes at any Gilchrist County school site and that student must present proof of successful completion of counseling or continuation thereof. The motion was seconded by Christie McElroy. Board approval was unanimous.

In Case #15-030 Student #2100007427 and the student's parent/guardian attended the hearing. After hearing testimony from the parties, Superintendent Robert Rankin stated his recommendation. Julie Thomas moved to place Student #2100007427 in the FOCUS Program under the umbrella of expulsion; that the student must successfully complete prescribed program prior to being eligible to return to regular classes at the beginning of a nine week grading period; that student must seek counseling; that student enrolled in FOCUS, as a result of School Board action, shall be transported to student's home school site or FOCUS site by bus, parent/guardian or approved, designated non-student adult; that if student chooses not to attend FOCUS, student shall be expelled for remainder of 2014-2015 and all of 2015-2016 school year; that the student shall not be allowed on any Gilchrist County school campus or at any school function during expulsion period (except to attend the FOCUS Program during school hours); that student shall appear before Board prior to returning to regular classes at any Gilchrist County school site and must present proof of successful completion of counseling or continuation thereof. Christie McElroy seconded. Approval was unanimous.

Student #2100007661 and the student's parent/guardian appeared in Case #15-031. All parties presented testimony. The Board then heard Superintendent Robert Rankin's recommendation. Julie Thomas moved to approve time served as sufficient discipline for student #2100007661. Deen Lancaster seconded the motion. Unanimous approval was rendered by the Board.

### **OPEN SESSION**

Case #15-032: The parent/guardian and Student #2119010054 appeared before the Board. This disciplinary review was heard in open session at the request of the parent/guardian. After testimony was presented, Superintendent Robert Rankin made his recommendation. Deen Lancaster moved to approve time served as the student's punishment. Mr. Lancaster's motion was seconded by Christie McElroy. Board approval was unanimous.

### **REMOVAL OF ITEMS FROM CONSENT AGENDA**

No items were removed from the Consent Agenda.

## CONSENT AGENDA

Julie Thomas moved to approve the Consent Agenda that consisted of the following:

8. Consent Agenda - **ALL ITEMS APPROVED EXCEPT AS INDICATED**
  - A. Financial
    1. Check Summary
      - a. Report Date: 03/30/15 – Time: 12:48 PM
    2. Financial Statements
      - a. February 2015
        - 1) Trial Balance
        - 2) Revenue Summary
        - 3) Expenditure Ledger Summary
    3. Auditor General Report #2015-129 for Fiscal Year Ended June 30, 2014
  - B. Agreement/Amendment/Contract/Grant/Project/Change Order
    1. ~~Evaluation Systems~~ – **REMOVED FROM AGENDA**
      - a. ~~School Administrator 2014-2015~~
      - b. ~~Teacher 2014-2015~~
    2. HosStyle Entertainment Contract – DJ for THS Prom
  - C. Personnel
    1. Additional Hours
      - a. Trenton High School
        - 1) Hospital/Homebound – T. Rood
    2. Change DROP Termination and Resignation Date
      - a. Rick Reed from June 30, 2016 to June 30, 2015
    3. Substitute (Instructional) – Effective April 07, 2015 Unless Otherwise Indicated – (CONTINGENT UPON VERIFICATION OF QUALIFICATIONS AND BACKGROUND REVIEW)
      - a. Andrea Arnow
    4. Substitute/Volunteers/Program Substitute (21<sup>st</sup> Century) – (CONTINGENT UPON VERIFICATION OF QUALIFICATIONS AND BACKGROUND REVIEW)
      - a. Jocelyn Stitt (Non-Instructional & Food Service) Effective March 25, 2015
    5. Program Substitute (21<sup>st</sup> Century) – Effective April 07, 2015 Unless Otherwise Indicated – (CONTINGENT UPON VERIFICATION OF QUALIFICATIONS AND BACKGROUND REVIEW)
      - a. Shannon Homan
    6. Employee Status Change/Transfer Employee
      - a. Carie Diepersloot, From Bell High School Temporary Paraprofessional (ESE) to Bell Elementary School Paraprofessional (PK) – Effective April 01, 2015
  - D. District Advisory Council Representatives – Amended

The motion was seconded by Deen Lancaster. Approval of the Board was unanimous.



## **CALENDARS**

Information was presented regarding the 10 Month School Calendar and the 12 Month Administrative Calendar. Christie McElroy moved to approve the calendars. The motion was seconded by Deen Lancaster. Board approval was unanimous.

## **DISCIPLINARY HEARING**

The Board returned to closed session in Case #15-022. Student #210000560 attended the hearing. The student's parent/guardian appeared by phone. Testimony was presented by the parties. Superintendent Robert Rankin gave his recommendation. Deen Lancaster moved, with Christie McElroy seconding, to allow the student to return to regular classes at Bell High School effective April 07, 2015 and that the student must submit proof of completion of drug counseling at parent/guardian's expense prior to the start of the 2015-2016 school year. Approval was unanimous.

## **RECOGNITIONS**

Superintendent Robert Rankin recognized the technology staff. Certificates were presented to each of the staff members as follows:

Aaron Wiley  
Sam Hall  
Robert Cooper  
Cynthia Pailthorpe

Four (4) teachers were recognized for Classroom Technology Integration. The teachers were:

Christine Smith, Trenton High School  
Cori Becker, Trenton Elementary School  
Lesa Rowe, Bell High School  
Sandra Carawan, Bell Elementary School

John Yencho, Trenton High School Teacher was recognized for writing a chapter in a textbook.

Superintendent Robert Rankin and the Board expressed their admiration of jobs well done and their appreciation for the dedication of the technology staff and the teachers for going above and beyond in providing the best for Gilchrist County students.

The following students were then recognized by Superintendent Robert Rankin and the Board:

### **FFA**

Trenton High School:

Brooks Parrish – Reserve Grant Champion at Florida State Fair  
Brooks Parrish – 1<sup>st</sup> Place in District Ornamental Horticulture  
Matthew George – 1<sup>st</sup> Place in District Ornamental Horticulture

### FFA

Bell High School:

Austin Bagby – Grand Champion Dairy Heifer  
Kelly Thornton – Reserve Grand Champion Dairy Heifer  
Melonie Piechocki – Grand Champion Feeder Steer  
Adrianna Hodge – Reserve Grand Champion Feeder Steer

### HOSA

Para Pro 1<sup>st</sup> Place Team, State:

Ricky Buchholz  
Ranie Butler  
Ashton Matthews  
Penelope Sutliff  
Taylor Rogers  
Gerald Hunter  
Christine Rowe

The Board then recessed for celebratory luncheon with the staff, teachers and students who were recognized.

### **PARENT ISSUE**

A parent addressed the Board regarding an ongoing issue at Trenton Elementary School concerning a small group of students and the mother of one of the students. No action was required from the Board.

### **CTE PROGRAMS/GRANT OPPORTUNITY**

Patricia Powers, Director of Resource Development presented information regarding CTE Programs and a grant opportunity. No action was required from the Board.

### **CITIZEN INPUT/DELEGATIONS**

There were no delegations present wishing to address the Board.

### **REPORTS**

Various reports were given.

## **ADJOURNMENT**

There being no further business, the Board adjourned at 2:53 P.M.

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ROBERT B. CLEMONS  
CHAIR OF THE BOARD

ATTEST:

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ROBERT G. RANKIN, SUPERINTENDENT OF  
SCHOOLS AND SECRETARY TO THE BOARD

## **SCHOOL BUDGET SYSTEM**

7.01D

The Superintendent shall prepare an annual District budget in the form prescribed by the Commissioner of Education. In formulating the budget, the Superintendent shall take into consideration the immediate and long range needs of the District's school system and student achievement data obtained pursuant to Sections 1008.22, 1008.34, and 1001.11, Florida Statutes. The Superintendent shall submit the proposed annual budget to the School Board for review. The School Board shall adopt a balanced budget in accordance with Section 1011.03 and 1011.04, Florida Statutes and submit it to the Commissioner of Education on or before the date prescribed in State Board of Education rules.

Fund balance for governmental funds should be reported in classifications that comprise a hierarchy based primarily on the extent to which the District is bound to honor constraints on the specific purposes for which amounts in those funds can be spent.

### Fund Balance Classification

Fund balance classification shall be recorded in accordance with governmental accounting standards promulgated by the Governmental Accounting Standards Board.

When both restricted and unrestricted funds are available for expenditure, restricted funds should be spent first unless legal requirements disallow it.

When committed, assigned or unassigned funds are available for expenditure, committed funds should be spent first, assigned funds second and unassigned funds last; unless the governing board has provided otherwise in its commitment or assignment actions.

### Fund Balance

Fund Balance shall mean the gross difference between governmental fund assets and liabilities reflected on the balance sheet. Governmental fund assets are those of the General Fund, Special Revenue Funds, Debt Service Funds and Capital Project Funds.

The five classifications of fund balance of the government types are as follows:

1. Non-Spendable Fund Balance consists of funds that cannot be spent due to their form (e.g. inventories or prepaid) or funds that legally or contractually must be maintained intact.
2. Restricted Fund Balance consists of funds that are mandated for a specific purpose by external parties, constitutional provisions or enabling legislation.
3. Committed Fund Balance consists of funds that are set aside for a specific purpose by the district's highest level of decision making authority (governing board). Formal action must be taken prior to the end of the fiscal year. The same formal action must be taken to remove or change the limitations placed on the funds.

4. Assigned Fund Balance consists of funds that are set aside with the intent to be used for a specific purpose by the district's highest level of decision making authority. Authority is given to the District Finance Director to assign funds for a specific purpose. Assigned funds cannot cause a deficit in unassigned fund balance.
5. Unassigned Fund Balance consists of excess funds that have not been classified in the previous four categories. All funds in this category are considered spendable resources. This category also provides the resources necessary to meet unexpected expenditures and revenue shortfalls.

STATUTORY AUTHORITY:

1001.41, 1001.42 (17), F.S.

LAW(S) IMPLEMENTED:

1001.11, 1001.43, 1008.22, 1008.34,  
1008.385, 1010.01, 1010.04,  
1011.01-1011.48 24, 1013.61, F.S.

STATE BOARD OF EDUCATION RULE(S):

6A-1.002, 6A-1.004, 6A-1.006, 6A-  
1.007, 6A-1.0071

HISTORY:

Adopted:  
Revision Date(s): 2.06, 3.15  
Formerly

## CHAPTER 7.00 - BUSINESS SERVICES

NOTICE OF INTENT TO ADOPT NEW RULES,  
REVISE AND/OR AMEND EXISTING RULES AND REPEAL OLD RULES

Notice is hereby given that the School Board of Gilchrist County, Florida intends to adopt new rules, and revise and/or amend existing rules of the Board after a public hearing, as follows:

POLICY

7.01D School Budget System

Copies of the proposed new rules, and revised and/or amended existing rules are available for inspection and copying by the public at the Superintendent's office, 310 NW 11<sup>th</sup> Avenue, Trenton, Florida. Copies of all or any of the rules may be purchased at the cost of reproduction which is estimated at \$.25 per page.

The purpose of adopting new rules and revising and amending existing rules is to bring the rules up to date and discard and unnecessary rules.

This revision and adoption of new rules will not have any adverse economic impact on any person.

Specific authority for these adopted rules are Florida Statutes 1001.41, 1001.42(17), F.S. 1001.11, 1001.43, 1008.22, 1008.34, 1008.385, 1010.01, 1010.04, 1011.01-1011.18 24, 1013.61, F.S. 6A-1.002, 6A-1.004, 6A-1.006, 6A-1.007, 6A-1.0071..

A public hearing will be held on the proposed adopted new rules and revised and/or amended existing rules at 6:15 P.M. on Tuesday, April 21, 2015, at the School Board Meeting at the Gilchrist County School Board meeting room at 310 NW 11<sup>th</sup> Ave. Trenton, FL 32693.

All interested persons are advised that any person desiring to appeal any decision made by the board as to any matter considered at said hearing will need to ensure that a verbatim record is made of the proceeding, which record must include all of the testimony and evidence presented.

/s/Robert G. Rankin as Superintendent  
And Secretary of the Board

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Please print this Legal Notice the weeks of: From March 18, 2015 to April 21, 2015.

BILL TO:     Gilchrist District Schools  
               Attn: David Dose

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
75410	AFLAC GROUP	03/31/2015	Payroll accrual	6.26	474.90
			Payroll accrual	-6.26	
			Payroll accrual	6.26	
			Payroll accrual	468.64	
75411	AMERICAN GENERAL LIFE	03/31/2015	Payroll accrual	266.67	266.67
75412	BCBS OF FLORIDA, INC	03/31/2015	Retiree Ins March	2,639.16	2,639.16
75413	BLUE CROSS/BLUE SHIELD	03/31/2015	RETIREE INS March	13,797.07	191,210.72
			Payroll accrual	1,088.38	
			Payroll accrual	-1,088.38	
			Payroll accrual	1,088.38	
			Payroll accrual	5,823.10	
			Payroll accrual	4,500.10	
			Payroll accrual	6,239.44	
			Payroll accrual	2,828.88	
			Payroll accrual	396.45	
			Payroll accrual	673.52	
			Payroll accrual	1,119.92	
			Payroll accrual	342.94	
			Payroll accrual	542.55	
			Payroll accrual	114,824.09	
			Payroll accrual	29,386.26	
			Payroll accrual	4,897.71	
			Payroll accrual	2,720.95	
			Payroll accrual	2,720.95	
			Aaron Halter	-544.19	
			March 2015		
			Tanya Rood March	-147.40	
			2015		
75414	GE/UNITED	03/31/2015	Payroll accrual	51.00	4,198.00
			Payroll accrual	-51.00	
			Payroll accrual	51.00	
			Payroll accrual	2,907.00	
			Payroll accrual	1,240.00	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
75415	HORACE MANN INSURANCE	03/31/2015	Payroll accrual	555.00	555.00
75416	INTERNAL REVENUE SERV	03/31/2015	Payroll accrual	300.00	300.00
75417	LEGEND/ADSERV	03/31/2015	Payroll accrual	3,425.00	3,425.00
75418	MUTUAL OF OMAHA	03/31/2015	Payroll accrual	1,249.56	1,249.56
75419	MUTUAL OF OMAHA	03/31/2015	Payroll accrual	3,635.54	3,668.10
	Aaron Halter			13.70	
	March & April				
	Dennis McGill			18.86	
	March 2015				
75420	NATL INS MKTG BROKERS	03/31/2015	Payroll accrual	139.43	139.43
75421	NEFEC - EMPLOYEE BENE	03/31/2015	Payroll accrual	56.40	19,578.33
			Payroll accrual	-56.40	
			Payroll accrual	56.40	
			Payroll accrual	276.30	
			Payroll accrual	75.00	
			Payroll accrual	1,191.00	
			Payroll accrual	3,948.00	
			Payroll accrual	2,289.00	
			Payroll accrual	1,588.50	
			Payroll accrual	5,054.03	
			Payroll accrual	1,710.00	
			Payroll accrual	1,778.40	
			Retirees March 2015	1,611.70	
75422	SUN LIFE FINANCIAL	03/31/2015	Payroll accrual	7.20	5,657.39
			Payroll accrual	-7.20	
			Payroll accrual	7.20	
			Payroll accrual	57.00	
			Payroll accrual	96.00	
			Payroll accrual	90.00	
			Payroll accrual	120.00	
			Payroll accrual	300.00	
			Payroll accrual	90.00	



Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			Payroll accrual	105.00	
			Payroll accrual	72.00	
			Payroll accrual	108.00	
			Payroll accrual	540.00	
			Payroll accrual	33.00	
			Payroll accrual	144.00	
			Payroll accrual	180.00	
			Payroll accrual	48.00	
			Payroll accrual	153.00	
			Payroll accrual	54.00	
			Payroll accrual	57.00	
			Payroll accrual	72.00	
			Payroll accrual	150.00	
			Payroll accrual	16.50	
			Payroll accrual	126.00	
			Payroll accrual	10.50	
			Payroll accrual	24.00	
			Payroll accrual	126.00	
			Payroll accrual	9.00	
			Payroll accrual	36.00	
			Payroll accrual	60.00	
			Payroll accrual	21.00	
			Payroll accrual	39.00	
			Payroll accrual	13.50	
			Payroll accrual	7.50	
			Payroll accrual	4.35	
			Payroll accrual	5.22	
			Payroll accrual	9.57	
			Payroll accrual	12.76	
			Payroll accrual	23.20	
			Payroll accrual	69.60	
			Payroll accrual	26.10	
			Payroll accrual	23.20	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			Payroll accrual	203.00	
			Payroll accrual	6.96	
			Payroll accrual	12.18	
			Payroll accrual	13.92	
			Payroll accrual	7.83	
			Payroll accrual	6.38	
			Payroll accrual	13.92	
			Payroll accrual	4.93	
			Payroll accrual	5.22	
			Payroll accrual	5.51	
			Payroll accrual	6.96	
			Payroll accrual	78.82	
			Payroll accrual	12.68	
			Payroll accrual	9.28	
			Payroll accrual	6.00	
			Payroll accrual	7.20	
			Payroll accrual	7.20	
			Payroll accrual	14.40	
			Payroll accrual	36.00	
			Payroll accrual	7.20	
			Payroll accrual	38.40	
			Payroll accrual	60.00	
			Payroll accrual	13.20	
			Payroll accrual	28.80	
			Payroll accrual	16.80	
			Payroll accrual	18.00	
			Payroll accrual	0.60	
			Payroll accrual	1.20	
			Payroll accrual	4.80	
			Payroll accrual	6.00	
			Payroll accrual	12.00	
			Payroll accrual	237.60	
			Payroll accrual	853.20	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
75423	SYMETRA LIFE INSURANC	03/31/2015	Payroll accrual	147.60	
			Payroll accrual	5.40	
			Retirees March 2015	609.00	
			Payroll accrual	200.00	2,185.00
			Payroll accrual	-200.00	
			Payroll accrual	200.00	
			Payroll accrual	1,985.00	
75424	US DEPT OF EDUCATION	03/31/2015	Payroll accrual	147.13	826.76
			Payroll accrual	102.66	
			Payroll accrual	576.97	
75425	VALIC	03/31/2015	Payroll accrual	4,220.00	4,220.00
75426	VALIC	03/31/2015	Payroll accrual	3,222.00	3,222.00
75427	VOYA FINANCIAL ADVISO	03/31/2015	Payroll accrual	2,376.00	2,376.00
75428	WELLS FARGO CORP TRUS	03/31/2015	Payroll accrual	2,218.56	2,218.56
19	Computer		Check(s) For a Total of	248,410.58	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
201400073	INTERNAL REVENUE SERV	03/13/2015	Payroll accrual	0.00	17,465.30
			Payroll accrual	7,077.37	
			Payroll accrual	1,655.28	
			Payroll accrual	7,077.37	
			Payroll accrual	1,655.28	
201400074	INTERNAL REVENUE SERV	03/13/2015	Payroll accrual	0.00	13,487.76
			Payroll accrual	5,465.46	
			Payroll accrual	1,278.42	
			Payroll accrual	5,465.46	
			Payroll accrual	1,278.42	
201400075	INTERNAL REVENUE SERV	03/25/2015	Payroll accrual	261.50	1,013.50
			Payroll accrual	304.73	
			Payroll accrual	71.27	
			Payroll accrual	304.73	
			Payroll accrual	71.27	
201400076	INTERNAL REVENUE SERV	03/25/2015	Payroll accrual	-261.50	-1,013.50
			Payroll accrual	-304.73	
			Payroll accrual	-71.27	
			Payroll accrual	-304.73	
			Payroll accrual	-71.27	
201400077	INTERNAL REVENUE SERV	03/25/2015	Payroll accrual	284.36	1,071.32
			Payroll accrual	318.90	
			Payroll accrual	74.58	
			Payroll accrual	318.90	
			Payroll accrual	74.58	
201400079	INTERNAL REVENUE SERV	03/31/2015	Payroll accrual	111,193.96	288,599.04
			Payroll accrual	4,480.00	
			Payroll accrual	69,725.33	
			Payroll accrual	16,737.21	
			Payroll accrual	69,725.33	
			Payroll accrual	16,737.21	
6	Wire Transfer		Check(s) For a Total of		320,623.42

0	Manual	Checks For a Total of	0.00
6	Wire Transfer	Checks For a Total of	320,623.42
0	ACH	Checks For a Total of	0.00
19	Computer	Checks For a Total of	248,410.58
25	Manual, Wire Tran, ACH & Computer Checks		569,034.00
0	Voided	Checks For a Total of	0.00
		Net Amount	569,034.00
Total For			
Less			

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
75429	CONSOLIDATED ADMIN SE	03/31/2015	Payroll accrual	2,466.67	2,466.67
1	Computer		Check(s) For a Total of		2,466.67

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	1	Computer	Checks For a Total of	2,466.67
Total For	1	Manual, Wire Tran,	ACH & Computer Checks	2,466.67
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		2,466.67

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
201400078	FLORIDA RETIREMENT SY	03/31/2015	Payroll accrual	27,455.04	135,051.46
			Payroll accrual	1,435.65	
			Payroll accrual	381.51	
			Payroll accrual	134.19	
			Payroll accrual	2,607.25	
			Payroll accrual	199.22	
			Payroll accrual	140.84	
			Payroll accrual	246.51	
			Payroll accrual	67,448.06	
			Payroll accrual	10,116.65	
			Payroll accrual	5,498.89	
			Payroll accrual	329.67	
			Payroll accrual	180.87	
			Payroll accrual	1,099.06	
			Payroll accrual	7,886.05	
			Payroll accrual	6,405.12	
			Payroll accrual	1,403.80	
			Payroll accrual	346.01	
			Payroll accrual	1,737.07	
201400080	FLORIDA RETIREMENT SY	03/31/2015	Inv 208383 Mathe	49.15	49.15
			filed with UA		
			instead of UM		
2	Wire Transfer		Check(s) For a Total of		135,100.61



0	Manual	Checks For a Total of	0.00
2	Wire Transfer	Checks For a Total of	135,100.61
0	ACH	Checks For a Total of	0.00
0	Computer	Checks For a Total of	0.00
2	Manual, Wire Tran, ACH & Computer Checks		135,100.61
0	Voided	Checks For a Total of	0.00
	Total For	Net Amount	135,100.61
	Less		



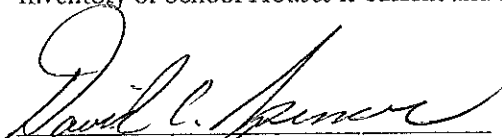
FLORIDA DEPARTMENT OF EDUCATION  
OFFICE OF EDUCATIONAL FACILITIES  
FLORIDA INVENTORY OF SCHOOL HOUSES  
CERTIFICATION OF FACILITIES DATA

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


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

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

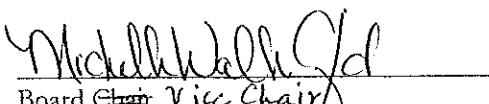
THEREFORE, on behalf of the School Board of GILCHRIST County, the authorized representatives whose signatures appear below hereby certify that, to the best of their knowledge, the educational facilities inventory data for the district contained in the Florida Inventory of School Houses is current and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

  
\_\_\_\_\_  
Director of Facilities Planning

3/30/15  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Superintendent

3/30/15  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Board ~~Chair~~ Vice Chair

\_\_\_\_\_  
Date

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

## SpyGlass Snapshot Audit Agreement

This agreement, effective as of the later of the dates of signature below ("Effective Date"), is between \_\_\_\_\_ ("Company"), and The SpyGlass Group, LLC, an Ohio limited liability company ("Auditor").

**1. Primary Audit Services.** Company is engaging Auditor as an independent contractor to analyze its primary telecommunications service accounts (local voice, long distance voice, data, Internet, and wireless) to seek cost recovery, service elimination and cost reduction recommendations. Auditor will deliver the recommendations to Company, implement recommendations that Company elects for Auditor to implement, and deliver a complete telecommunications inventory to Company.

While Auditor is performing its analysis, Company will not make changes or perform internal cost reduction analysis with respect to provider accounts which Company has included within the scope of Auditor's review.

**2. Fees.** Company will pay Auditor the applicable fee set forth below ONLY for Auditor recommendations implemented within twelve (12) months of Auditor delivering the recommendation to Company:

- 50% of any "Cost Recovery", as defined below
- 12 times any "Service Elimination Savings", as defined below
- 12 times any "Cost Reduction Savings", as defined below

"Cost Recovery" is any refund, credit or compensation received by Company relating to past services or charges.

"Service Elimination Savings" is any monthly cost reduction received by Company relating to cancellation of any service, including monthly usage cost reduction (calculated as the average of the last 2 months of usage costs associated with the cancelled service).

"Cost Reduction Savings" is any monthly cost reduction received by Company relating to the modification, consolidation or negotiation of any service, account or contract, including post discount usage rate improvement (calculated as the (a) decrease in post discount per unit pricing realized by Company for any service, times (b) the average of Company's last two (2) months usage levels measured in such units for the modified service).

**3. Invoicing and Payment.** Fees for Cost Recovery are due as a one-time payment within 10 days of verification that Company has been issued the refund, credit or compensation resulting in such fees. Fees for Service Elimination Savings and Cost Reduction Savings are due as a one-time payment within 10 days of verification that the cancellation or other activity resulting in the Service Elimination Savings or Cost Reduction Savings has been completed. Auditor may issue separate invoices as different fees are earned.

**4. Miscellaneous.** This agreement is governed by the laws of the State of Florida, without regard to principles of conflicts of law, and may be executed by facsimile and simultaneously in multiple counterparts. Company agrees that Auditor does not warranty the overall performance, Company satisfaction, or data accuracy of any telecommunications related carrier, provider, software manufacturer or vendor at any time whatsoever during or after the term of this agreement. Each person signing this agreement on behalf of a party represents that he or she has been duly authorized to sign this agreement and to bind the party on whose behalf this agreement is being signed by that signatory. AUDITOR SHALL NOT BE LIABLE TO THE COMPANY FOR INCIDENTAL, CONSEQUENTIAL, SPECIAL OR PUNITIVE DAMAGES, INCLUDING, WITHOUT LIMITATION, LOST PROFITS OR BUSINESS INTERRUPTION, WHETHER SUCH LIABILITY IS ASSERTED ON THE BASIS OF CONTRACT, TORT OR OTHERWISE, EVEN IF EITHER PARTY HAS BEEN WARNED OF THE POSSIBILITY OF ANY SUCH LOSS OR DAMAGE IN ADVANCE. IN ADDITION, IN NO EVENT SHALL AUDITOR'S LIABILITY TO COMPANY EXCEED THE FEES ACTUALLY PAID BY COMPANY TO AUDITOR.

IN WITNESS WHEREOF, the parties hereto have executed this agreement as of the Effective Date.

**COMPANY**

\_\_\_\_\_

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

**AUDITOR**

The SpyGlass Group, LLC

Signature: \_\_\_\_\_

Print Name: Edward M. DeAngelo

Date: \_\_\_\_\_



# NEFEC

## Gifted Add-On Endorsement Program **2015-2020**

A Cooperative Effort to Provide Professional Learning Options  
To Our Member Districts:

Baker, Bradford, Columbia, Dixie, Flagler, Florida School for the Deaf  
and the Blind, FSU Lab School, Gilchrist, Hamilton, Lafayette, Levy,  
Monroe,  
P.K. Yonge DRS, Putnam, Suwannee, and Union

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# Gifted

## Add-On Endorsement Program

### Rationale and Purpose

The Gifted Endorsement is designed to increase the level of knowledge, expertise, and understanding of educators working with students who are gifted. The endorsement is intended to raise the awareness of the unique characteristics, emotional/social needs, and other challenges and issues associated with students who are gifted. It is designed to foster an understanding of historical, state and national trends, policies, and guidelines in order to ensure implementation of appropriate academic curriculum, differentiation strategies, educational intervention, and support for this diverse population.

The North East Florida Educational Consortium (NEFEC) is comprised of fifteen small and rural school districts in the northeastern part of the state. These districts traditionally have few students identified as gifted, but that student population is growing each year. The traditional face-to-face training in which teachers needing Gifted credit meet and view videos and dialogue about them is often problematic due to the distances teachers from these rural areas must travel for these activities. Therefore, the NEFEC districts will be able to utilize the NEFEC eLearning program and other online courses that are of exemplary quality and are available to teachers no matter how distant or rural their location. Districts that prefer the face-to-face approach will use materials and syllabi that adhere to the same standards as those in the online courses. Since the two delivery methods will be available, no educator will find it difficult to access the required professional development.

The purpose of the Gifted Endorsement is to provide the NEFEC school districts with an alternative training program to reduce the number of out-of-field teachers in the area of gifted education, and to develop a pool of qualified and fully certified teachers of the gifted.

During the past five years (2010-2015), approximately **53** teachers within the NEFEC fifteen districts have earned the Gifted Add-on Endorsement. At this time, it is estimated that there is a need for **35** teachers to add this endorsement to their teaching certification, with **14** of those teachers listed as teaching out-of-field in this area.

District	Gifted Endorsement 2010-2015	Currently Out-of- Field in Gifted	Projected Need for Gifted Endorsement 2015-2020
Baker	2	0	0
Bradford	6	6	12
Columbia	1	0	0
Dixie	0	0	1
Flagler	8	1	2
FSDB	2	0	0
FSU Lab	2	0	0
Gilchrist	0	0	1
Hamilton	1	0	1
Lafayette	0	0	0
Levy	4	1	5
Monroe	7	0	3
PK Yonge	3	0	1
Putnam	10	4	4
Suwannee	6	0	2
Union	1	2	3

#### Client Satisfaction Data

Course		2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015
Nature and Needs	Participants who were satisfied	57	52	69	55	45
	Total Participants	58	53	76	55	46
	Percent Satisfied	98%	98%	91%	100%	98%
Guidance and Counseling	Participants who were satisfied	59	63	81	58	42
	Total Participants	61	66	81	59	43
	Percent Satisfied	97%	95%	100%	98%	98%
Theory & Development	Participants who were satisfied		67	49	63	
	Total Participants		68	50	63	
	Percent Satisfied		99%	98%	100%	
Education of Special Populations	Participants who were satisfied			58	61	42
	Total Participants			59	62	43
	Percent Satisfied			98%	98%	98%
Curriculum &	Participants who were satisfied	55		64	31	

Instructional Strategies	Total Participants	56		66	31	
	Percent Satisfied	98%		97%	100%	

## Curriculum

### Competencies

The specialization competencies for the District Alternative Program for Add-On Certification: Gifted Endorsement were developed by a Florida Department of Education sponsored certification task force, representing statewide stakeholders and constituent groups. The competencies are grouped to correlate with the major components of the Rule 6A-4.01791, FAC; Specialization Requirements for the Gifted Endorsement-Academic Class. In addition, The Council for Exceptional Children (CEC) and the National Association for Gifted Children (NAGC), two national organizations committed to promoting quality training programs, were used as resources in the final development of the competencies.

The competencies are listed below; topics and specific objectives for these competencies are listed in the section titled *Instructional Design and Delivery*. Instructional Strands and specific objectives are also found within each component that was designed to implement training in each of the competencies.

#### Competency 1.0

Participants will develop an awareness of:

- The teacher's role in the identification process,
- The process and content of individual psychological testing in the identification of the gifted,
- The roles and functions of various systems which support teachers working to meet the needs of children who are gifted,
- The cognitive and affective characteristics of children who are gifted, and
- The basic issues involved with the planning developing, and implementing of programs for children who are gifted.

#### Competency 2.0

Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of classroom and curricula as they relate to gifted learners. Ultimately, course participants will design units of instruction that are powerful, aligned, engaging, authentic, and challenging.

#### Competency 3.0

Participants will receive an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom.

#### Competency 4.0

Participants will receive an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. Participants will develop an awareness of central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory



practices on the national, state, and local levels. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students.

### **Competency 5.0**

Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, cultural conceptions of creativity, and assessing creativity. They will also learn how to foster a creative learning environment, nurture and develop creativity, identify goals, and use evaluation procedures.

### **Specialization**

6A-4.01791 Specialization Requirements for the Gifted Endorsement--Academic Class Beginning July 1, 1992. (Florida Statute):

- (1) A bachelor's or higher degree with certification in an academic class coverage, and
- (2) Fifteen (15) semester hours in gifted education to include three (3) semester hours in each area specified below:
  - (a) Nature and needs of gifted students to include student characteristics; cognitive, social, and emotional needs; and history and current research;
  - (b) Curriculum and instructional strategies for teaching gifted students to include modification of curriculum content, instructional process, student products, and learning environment;
  - (c) Guidance and counseling of gifted students to include motivation, self-image, interpersonal skills, and career options for gifted students;
  - (d) Educating special populations of gifted students such as minorities, underachievers, handicapped, economically disadvantaged, and highly gifted to include student characteristics and programmatic adaptations; and
  - (e) Theory and development of creativity to include elements of creativity such as fluency, flexibility, originality, and elaboration.
- (3) This rule shall take effect July 1, 1992.

Specific Authority 1001.02, 1012.55, 1012.56FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History-New 7-1-92.

### **Professional Studies**

Learning Forward's Standards for Professional Learning located at <http://learningforward.org/standards#.VRwZZk1TG70> and Florida's Professional Development System Evaluation Protocol Standards <http://www.fldoe.org/core/fileparse.php/5636/urlt/0072404->

[protocostandards.pdf](#) are used to guide the development of all professional studies designed for and implemented with educators. All standards in these two systems must be checked for alignment before courses are approved for inclusion in the Gifted Endorsement Plan and subsequently in the NEFEC Master Inservice Plan.

## Nationally Recognized Guidelines

To address the broad disparity in teacher training for teachers of gifted children, the NAGC, the Council for Exceptional Children (CEC), and its division, The Association for the Gifted (TAG), have recently completed a three-year collaborative project to develop a set of research-based standards for educators: The Teacher Knowledge and Skill Standards for Gifted and Talented. In developing the standards, the organizations worked closely with the Interstate New Teacher and Assessment and Support Consortium (INTASC), a division of the National Council for Accreditation for Teacher Education (NCATE), that provides a national forum to set and meet standards for teacher licensure and professional development. Closely aligned with INTASC's ten Model Standards for Teacher Licensure, the Teacher Knowledge and Skill Standards for Gifted and Talented were created to assist state departments of public instruction in developing standards for teachers of gifted children, grades K-12, and to provide college and universities with a framework for teacher education programs.

Identification and summary of the ten standards include teacher knowledge and understanding of the following:

- **Foundations**, the research-based evidence, philosophies, laws and policies, and various historical and human perspectives in the evolving field of gifted education;
- **Development and Characteristics of Learners**, including those with exceptional learning needs and those without;
- **Individual Learning Differences**, which include the effects that giftedness as well as diversity can have on one's learning;
- **Instructional Strategies**, which are based on evidence-based research and are specific to gifted and talented students;
- **Learning Environments and Social Interactions** that promote creativity, cultural understanding, diversity, safety, and emotional well-being, and full student engagement in the learning process;
- **Language and Communication** and the important role they play in talent development; effective teaching strategies for oral and written communication skills; and individual language proficiencies and cultural and linguistic differences;
- **Instructional Planning** that reflects both long- and short-range goals and objectives for individual giftedness;
- **Assessment** in multiple forms that can be used for identification, progress, instruction, and evaluation of gifted learners;
- **Professional and Ethical Practice** standards in all situations, both in dealing with students and in staying abreast of new evidence and more effective teaching techniques;
- **Collaboration** with families, other educators, and appropriate service and support personnel for gifted children and gifted programs.

The complete text for the NAGC Standards can be found at <http://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education>.

# Instructional Design and Delivery

## Instructional Strands

There are five instructional strands included in the Gifted Add-On Endorsement Program. These strands have been developed to ensure that teachers meet the competencies required for teaching in Florida's gifted programs and to support quality training on a statewide basis.

The five instructional strands and major topics are the following:

Instructional Strands	Topics
1. Nature and Needs of the Gifted	Cognitive and Affective Family and Community Typical and Atypical Potential versus Performance Theories of Intelligence Prevalence of Giftedness Emerging Trends Screening and Assessment Referral and Eligibility Labeling Identification Contrast to Regular Delivery Models State and Local Provisions Cultural and Socioeconomic Differences Socio-emotional Needs National Evaluation The Effective Teacher Definitions and Laws Historical and Contemporary Research Procedural Safeguards Advocacy
2. Curriculum	Key Terms Program and State Standards Principles of Differentiation Curriculum and Instruction Strategies Designing Units of Instruction Instructional Needs and Strategies Selecting Appropriate materials, Resources, and Technology Providing a Continuum of Services Student Outcomes Communicating and Advocating
3. Guidance and Counseling for the Gifted	Understanding the Gifted Developmental Characteristics of Gifted Children Phenomenological Experience of Being Gifted Strengths and Vulnerabilities

	Personality Variance of the Gifted and Highly Gifted Special Populations Risk Factors and Resiliency Opportunities in Educational Placement Counseling, Guidance, and Career Placement Supporting Social Skills and Leadership Development Advocates for the Gifted Parenting the Gifted Child and Family Dynamics Emotional Giftedness and Spiritual Giftedness
4. Education of Special Populations of Gifted Students	Multicultural Gifted Education: Incidence of Special Populations of Gifted Students Diverse Types of Gifted Students Identification of Special Population of Gifted Students Ethnicity Linguistic Diversity Underachievement of Gifted Students—Diverse Populations Twice-Exceptional: Physical Twice-Exceptional: Behavioral and Emotional Twice-Exceptional: Learning Disabilities Socio-Economic and Educational Disadvantage Age: Young Gifted and Highly Gifted Gender Evaluation of Effective Programs
5. Theory and Development of Creativity	Valuing Creativity Clarifying Creativity Elements of Creativity Cultural Conceptions of Creativity Assessing Creativity Fostering a Creative Learning Environment Nurturing and Developing creativity Identifying Goals Evaluation Procedures

## Training Components

### Inservice Codes

PRIMARY PURPOSE	IMPLEMENTATION METHODS
<ul style="list-style-type: none"> <li>A. Add-on Endorsement</li> <li>B. Alternative Certification</li> <li>C. Florida Educators Certificate Renewal</li> <li>D. Other Professional Certificate/License Renewal</li> <li>E. Professional Skills Building – Non-Instructional</li> <li>F. W. Cecil Golden Professional Development Program for School Leaders</li> <li>G. Approved District Leadership Development Program</li> <li>H. No Certification, Job Acquisition, or Retention Purposes</li> </ul>	<ul style="list-style-type: none"> <li>M. Structured Coaching/Mentoring</li> <li>N. Independent Learning/Action Research</li> <li>O. Collaborative Planning</li> <li>P. Participant Product</li> <li>Q. Lesson Study</li> <li>R. Electronic, Interactive</li> <li>S. Electronic, Non-Interactive</li> <li>T. Evaluation of Practice</li> </ul>
LEARNING (DELIVERY) METHODS	EVALUATION (STAFF/PARTICIPANT)
<ul style="list-style-type: none"> <li>A. Knowledge Acquisition</li> <li>B. Electronic, Interactive</li> <li>C. Electronic, Non-Interactive</li> <li>D. Learning Community/Lesson Study Group</li> <li>F. Independent Inquiry</li> <li>G. Structured Coaching/Mentoring</li> <li>H. Implementation of “High Effect” Practice(s)</li> <li>I. Job Embedded</li> <li>J. Deliberate Practice</li> <li>K. Problem Solving Process</li> </ul>	<ul style="list-style-type: none"> <li>A. Changes in Instructional or Learning Environment Practices</li> <li>B. Changes in Instructional Leadership or Faculty Development Practices</li> <li>C. Changes in Student Services/Support Practices</li> <li>D. Other Changes in Practices</li> <li>E. Fidelity of Implementation of the Professional Learning Process</li> <li>F. Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives</li> <li>G. Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present</li> </ul>
FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (FEAP)	EVALUATION (STUDENTS)
<ul style="list-style-type: none"> <li>A. Quality of Instruction <ul style="list-style-type: none"> <li>A1. Instructional Design and Lesson Planning</li> <li>A2. The Learning Environment</li> <li>A3. Instructional Delivery and Facilitation</li> <li>A4. Assessment</li> </ul> </li> <li>B. Continuous Improvement, Responsibility and Ethics <ul style="list-style-type: none"> <li>B1. Continuous Professional Improvement</li> <li>B2. Professional Responsibility and Ethical Conduct</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>A. Results of State or District-Developed/Standardized Student Growth Measure(s)</li> <li>B. Results Of School/Teacher-Constructed Student Growth Measure(s) That Track Student Progress</li> <li>C. Portfolios of Student Work</li> <li>D. Observation of Student Performance</li> <li>F. Other Performance Assessment(s)</li> <li>G. Did Not Evaluate Student Outcomes (evaluated with staff evaluation)</li> <li>Z. Did Not Evaluate Student Outcomes</li> </ul>

## **NATURE AND NEEDS OF GIFTED STUDENTS**

**COMPONENT IDENTIFIER NUMBER:** 1-106-001

**NUMBER OF INSERVICE POINTS:** 60

### **GENERAL OBJECTIVE(S):**

The Nature and Needs of Gifted Students module provides an overview of the evolution of gifted education on the national, state, and local level. Major events affecting gifted education are described as well as major policies and procedures governing the delivery of gifted education. Cognitive, social, and emotional characteristics common to individuals who are gifted are identified along with strategies that can be used to meet the academic needs of different categories of students who are gifted.

### **Competency 1.0**

Upon completing this module, participants will develop an awareness of:

- the teacher's role in the identification process,
- the process and content of individual psychological testing in the identification of the gifted,
- the roles and functions of various systems which support teachers working to meet the needs of children who are gifted,
- the cognitive and affective characteristics of children who are gifted, and
- the basic issues involved with the planning, developing, and implementing of programs for children who are gifted.

### **SPECIFIC OBJECTIVES:**

1. Identify and describe cognitive and affective behaviors which lead to referrals to screening and testing for giftedness.
2. Discuss characteristics of giftedness and discuss the needs and problems associated with these characteristics.
3. Discuss the role that creative thinking/process/products play in the identification of giftedness.
4. Demonstrate awareness of how factors such as family dynamics, culture, integration of self, and education influence the development of giftedness.
5. Develop an awareness of existence of special populations.
6. Demonstrate knowledge of normal and advanced (typical and atypical) child development.
7. Illustrate the relationship between high academic achievement and giftedness.
8. Demonstrate understanding of the difference between potential vs. performance as it relates to giftedness.
9. Compare and contrast the theories of intelligence that pertain to gifted education.
10. Identify the incidence of identified gifted students at the local, state, and national levels.
11. Discuss how the prevalence of gifted students varies based on various definitions of giftedness in terms of culture, socio-economic level, location, and other factors.
12. Identify emerging national and state trends in the identification of students who may be gifted.

13. Describe traditional/alternative assessment instruments/techniques used to screen and identify students who are gifted. Discuss the advantages and disadvantages of these instruments/techniques.
14. Explain the referral and identification process in your district. Consider the roles of students, parents, and school personnel.
15. Define the criteria for gifted eligibility and placement.
16. Discuss the advantages and disadvantages of labeling gifted students.
17. Discuss the relationship between gifted programming and identification criteria.
18. Describe how gifted services differ from general education services with regard to curriculum, instruction, assessment, conceptual orientation, grouping, and environment.
19. Describe different types of service delivery models for gifted programs.
20. Discuss the relationship of the level of need to placement in a continuum of services.
21. Describe how gifted education is organized at the state and local levels.
22. Discuss the implications of cultural and socioeconomic differences on programming.
23. Identify the social and emotional needs of gifted students and discuss their implications in determining services.
24. Discuss the positive and negative perceptions of various stakeholders regarding gifted education and compare to the perspectives presented in the federal report, "National Excellence: A Case for Developing America's Talent."
25. Describe the characteristics of an effective teacher of gifted students.
26. Demonstrate knowledge of the changing nature of state and national definitions of gifted.
27. Identify the laws that directly impact gifted students and programs in Florida, including the relationship between exceptional student education and gifted programs.
28. Demonstrate understanding of major historical and contemporary trends that influence gifted education.
29. Identify and interpret current research findings and recommendations that impact gifted education, e.g., National Association for Gifted Child (NAGC) Program Standards (<http://www.nagc.org/index.aspx?id=546>).
30. Exhibit an understanding of the procedural safeguards for students who are gifted.
31. Discuss the role of the parent, teacher, and student in the advocacy process.
32. Discuss the need for and benefits of parent involvement in the delivery of gifted program services.

#### **PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION:**

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

## **Professional Development Activity Descriptions**

Each participant will complete one or more of the following component activities:

Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

**Learning (Delivery) Methods:** A,B,C,D,F,G,H,I,J,K

**Implementation Methods:** M,N,O,P,Q,R,S,T

**Evaluation Methods:** Staff – A,B,C,D,E,F,G

Student – A,B,C,D,F,G,Z

**FEAP:** A1, A2, A3, A4



## CURRICULUM DEVELOPMENT FOR THE GIFTED

**COMPONENT IDENTIFIER NUMBER:** 1-106-002

**NUMBER OF INSERVICE POINTS:** 60

### **GENERAL OBJECTIVE(S):**

The Curriculum Development for the Gifted module provides an analysis of curriculum modifications for gifted learners based on the National Association for Gifted Children (NAGC) Standards for Graduate Programs in Gifted Education.

### **Competency 2.0**

Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of classroom and curricula as they relate to gifted learners. Ultimately, course participants will design units of instruction that are powerful, aligned, engaging, authentic, and challenging.

The topics addressed in Curriculum Development for the Gifted are listed below:

Topic 1	Key Terms, Defining Gifted and Curriculum, Justification of Need for Differentiation for Gifted
Topic 2	Program and State Standards, Frameworks for K-12 Gifted Students
Topic 3	Principles of Differentiation
Topic 4	Curriculum Models
Topic 5	Curriculum and Instructional Strategies
Topic 6	Selecting Appropriate Resources, Materials, and Technology
Topic 7	Instructional Needs and Strategies
Topic 8	Designing Units of Instruction
Topic 9	Providing a Continuum of Services
Topic 10	Student Outcomes
Topic 11	Communicating and Advocating Effectively
Topic 12	Evaluation of Student Learning
Topic 13	Program Evaluation

### **SPECIFIC OBJECTIVE(S):**

It is anticipated that, upon successful completion of this module, the participant will be able to:

1. Identify characteristics of students identified as gifted with a focus on the implications for learning and curricular issues. (Topic 1)
2. Justify the need to differentiate or adapt instruction to respond to the needs of the student

- who is gifted. (Topic 1)
3. Demonstrate understanding of the terminology used in the development of curriculum for students who are gifted, including such terms as acceleration, enrichment, and differentiation. (Topic 1)
  4. Demonstrate knowledge of the role of current state/national standards of the general education curriculum and the implications for the education of students who are gifted. (Topic 2)
  5. Demonstrate knowledge of the *Florida's Frameworks for K-12 Gifted Learners* and the ability to use them to guide planning instruction and assessment. (Topic 2)
  6. Demonstrate knowledge of the national teacher preparation standards in gifted education. (Topic 2)
  7. Demonstrate knowledge of the principles of differentiation for students who are gifted. (Topic 3)
  8. Appreciate the role of assessment as an instructional strategy. (Topic 3)
  9. Demonstrate the ability to evaluate models for teaching gifted curriculum. (Topic 4)
  10. Develop an understanding of the issues of *equity* and *excellence* as they relate to students who are gifted. (Topic 5)
  11. Demonstrate knowledge of research-based, effective instructional strategies and the role of the teacher in implementing these strategies. (Topic 5)
  12. Demonstrate the ability to identify and select challenging, multicultural gifted curriculum and appropriate instructional strategies. (Topic 5)
  13. Identify the impact of Response to Intervention (RtI) as it pertains to students who are gifted. (Topic 5)
  14. Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted. (Topic 6)
  15. Develop a basis for the evaluation of technical, physical, and human resources to facilitate student achievement. (Topic 6)
  16. Demonstrate the ability to match instructional strategies and materials to individual needs of students. (Topic 7)
  17. Demonstrate the ability to develop a unit of instruction aligning curricular components—including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments—to meet the cognitive and affective needs of students who are gifted. (Topic 8)
  18. Demonstrate knowledge of a continuum of services to support the needs and interests of students who are gifted. (Topic 9)
  19. Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP). (Topic 10)
  20. Demonstrate the ability to effectively communicate and work in partnerships with students, families, and school personnel in the interest of students who are gifted. (Topic 11)
  21. Demonstrate understanding of terminology related to differentiated assessment strategies. (Topic 12)
  22. Identify various types of assessment strategies used before, during, and after instruction that provide evidence of student growth and understanding. (Topic 12)
  23. Justify the need to differentiate assessment in order to respond to the needs of the student who is gifted. (Topic 12)
  24. Use alternative assessments and technologies to evaluate student learning. (Topic 12)

25. Establish criteria to evaluate the effectiveness of the gifted programs at local, district, and state levels based on research-based, valid approaches. (Topic 13)
26. Identify areas in which to assess gifted programs based on the parameters defining gifted services as set by state and national standards, laws, rules, and policies. (Topic 13)
27. Identify areas in which to assess gifted programs based on the unique needs of students who are gifted. (Topic 13)
28. Identify effects of culture and environment as well as family and key stakeholders in gifted programming. (Topic 13)

### **PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION:**

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

#### **Professional Development Activity Descriptions**

Each participant will complete one or more of the following component activities:

Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

**Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J,K**

**Implementation Methods: M,N,O,P,Q,R,S,T**

**Evaluation Methods: Staff – A,B,C,D,E,F,G**

**Student – A,B,C,D,F,G,Z**

**FEAP: A1, A2, A3, A4**

## GUIDANCE AND COUNSELING FOR THE GIFTED

**COMPONENT IDENTIFIER NUMBER:** 1-106-003

**NUMBER OF INSERVICE POINTS:** 60

**GENERAL COURSE OBJECTIVES** and **SPECIFIC COURSE OBJECTIVES** FOR EACH TOPIC OF *GUIDANCE AND COUNSELING FOR THE GIFTED*

The course provides an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom.

This course addresses matters included in **Competency 3.0**:

- What does it mean to be gifted?
- What characteristics do gifted individuals display across their lives that differentiate them from same-age peers?
- What is the phenomenological experience of a gifted individual?
- How do the strengths/vulnerabilities of gifted individuals impact their lives?
- How does the very nature of highly gifted and profoundly gifted individuals separate them from others?
- How can we identify and support a gifted child who displays atypical characteristics due to life differences?
- How can we help foster resiliency in at-risk gifted students?
- How can schools support our brightest students?
- How can we help students learn what they want to do, not just what others think they should do?
- How can we facilitate social skills and leadership development in students?
- How can advocates positively affect others' understanding and acceptance of gifted children's needs?
- What is different about parenting a gifted child?
- Are all intellectually gifted children emotionally and spiritually gifted as well?

### Topic 1 Understanding the Gifted

Objective 1: Describe holistic developmental characteristics of a gifted child and understand what it is like to be gifted from the child's point of view.

- Identify common attitudes, biases, and pre-conceived expectations held about gifted children by teachers, parents, age-related peers, and throughout American society.
- Identify multiple ways attitudes and myths affect the everyday lives of gifted children, and impact educational services available to them.
- Identify at least five current definitions of giftedness. Note the impact each definition has in school, home, and society at large.

### Topic 2 Developmental Characteristics of Gifted Children

Objective 1: Describe holistic developmental characteristics of a gifted child and understand what it is like to be gifted from the child's point of view.

- Attain a developmental understanding of gifted individuals across the life span from infancy to adulthood incorporating a holistic perspective.
- Describe how the interaction between the environment and innate capabilities affects productivity throughout life.

### **Topic 3                      Phenomenological Experience of Being Gifted**

Objective 3: Describe personality variances of individuals who are gifted and profoundly gifted.

- Understand the inner experience of children who are gifted.
- Become familiar with Dabrowski's Theory of Positive Disintegration and the importance of Developmental Potential and Overexcitabilities.
- Become cognizant of personality variables that affect the social and emotional well-being of gifted children.

### **Topic 4                      Strengths and Vulnerabilities**

Objective 2: Analyze strengths and vulnerabilities that distinguish students who are gifted from their age-related peers.

- Understand strengths and vulnerabilities of a gifted individual that originates from within the self.
- Understand vulnerabilities that are due to another's reaction to giftedness.
- Understand vulnerabilities that are due to a specific circumstance.

### **Topic 5                      Personality Variance of the Gifted and Highly Gifted**

Objective 2: Analyze strengths and vulnerabilities that distinguish students who are gifted from their age-related peers.

- Realize that, by definition, a person who has an I.Q. four or more standard deviations above the norm will have greater difficulty finding peers and will be misunderstood by others.

- Recognize that a person with an I.Q. four or more standard deviations above the norm is as holistically different from the norm as a person with an I.Q. four or more standard deviations below the norm is holistically different from the norm.
- Understand that any grouping of traits for profoundly gifted individuals is merely for convenience of presentation.

## **Topic 6            Special Populations**

Objective 4: Differentiate needs and concerns of students who are gifted in special populations, including differences due to gender, cultural and ethnic divergence, twice exceptionality, and low socio-economic status.

- Understand that any grouping of traits for profoundly gifted individuals is merely for convenience of presentation.
- Realize the need for additional or different assessment tools to identify special population students.
- Learn how to recognize, understand, and support gifted children with multiple differences.

## **Topic 7            Risk Factors and Resiliency**

Objective 5: Describe thoroughly risk factors and resiliency related to students who are gifted.

- Identify risk factors and resiliency as related to students who are gifted.
- Enumerate what you can do as a teacher to help students at risk.
- List symptoms in children and adults of addiction and physical or sexual abuse

## **Topic 8            Opportunities in Educational Placement**

Objective 6: Identify numerous educational opportunities available for students who are gifted, and discuss the strengths and limitations of each.

- Read Templeton National Report on Acceleration - *A nation deceived: How schools hold back America's brightest students*.
- Understand two categories of acceleration—grade based and subject based—and list 18 acceleration options.
- Recognize home-schooling as a positive option for some gifted students and families.

- Be aware of myths, fears, and expectations of teachers and administrators that hold back students and the research that responds to these concerns.

#### **Topic 9      Counseling, Guidance, and Career Placement**

Objective 7: Identify counseling and guidance activities and resources to assist students who are gifted—K-12 and post-secondary—to plan for course work, college, career, and life choices.

- Understand the need for supportive services for gifted individuals due to the complexity and sensitivity of their nature.
- Recognize that a counselor, therapist, or psychologist must be amply educated in the gifted field so not to misdiagnose common characteristics of gifted individuals as pathology.
- Realize counseling provides empathy and partnership in times of need.
- Identify activities and resources to assist K-12 students who are gifted in planning for further education, career, or life choices.
- Recognize that guidance and career counseling support gifted individuals in decision-making for positive life choices.

#### **Topic 10      Supporting Social Skills and Leadership Development**

Objective 8: Use knowledge of social skills training to assist students who are gifted in developing healthy relationships and displaying leadership capability.

- Help students develop social skills and inspire leadership.
- Support gifted children's experience of global inter-connectedness and personal responsibility to take action.
- Realize that a primary need in life is to belong.
- Help gifted children to understand that their profound sensitivity and empathy can be channeled to help humankind.
- Recognize that perceptivity, empathy, ethics, values, integrity, and leadership are related.

#### **Topic 11 Advocates for the Gifted**

Objective 9: Acquire and refine the knowledge, skills, and resources needed to advocate as a teacher, parent, or supporter of self-advocacy for gifted students.

Objective 12: Apply knowledge and skills necessary to assist students, their families, and educators in understanding the psychology of giftedness and in tapping community, state, and national resources for service support.

Objective 13: Become competent in identifying and navigating Web sites that extensively address topics related to giftedness for personal and professional use.

- Acquire and refine the knowledge and skills needed to advocate for gifted learners.
- Identify how parent, teacher, and educational advocates can positively affect gifted services and programming.
- Identify advocacy issues, needs, resources, educational laws, skills and strategies.
- Support the necessity of self-advocacy by gifted students.

#### **Topic 12      Parenting the Gifted Child and Family Dynamics**

Objective 10: Understand special needs in parenting the gifted child and in family dynamics.

- Understand that gifted children naturally have unique needs that parents are challenged to address daily.
- Recognize that parents of gifted children need guidance and support to respond suitably to additional needs and demands.
- Realize that parents of gifted children may experience isolation from other parents due to others' lack of understanding; societal expectations and myths; jealousy; competition; and lack of acceptance that gifted children have special needs.
- Understand the significance of quote from Mr. Rogers: "The best thing parents can do for children is to listen to them."

#### **Topic 13      Emotional Giftedness and Spiritual Giftedness**

Objective 11: Understand and support children who are emotionally gifted and spiritually gifted.

- Understand distinguishing characteristics of emotional giftedness.
- Become aware of characteristics of spiritual giftedness displayed in children.
- Realize a person can be emotionally or spiritually gifted and not intellectually gifted, or intellectually gifted and not emotionally or spiritually gifted.

### **PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION:**

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**Professional Development Activity Descriptions:**

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**Implementation Methods:** M,N,O,P,Q,R,S,T

**Evaluation Methods:** Staff – A,B,C,D,E,F,G

Student – A,B,C,D,F,G,Z

**FEAP:** A1, A2, A3, A4

# EDUCATION OF SPECIAL POPULATIONS OF GIFTED STUDENTS

**COMPONENT IDENTIFIER NUMBER:** 1-106-004

**NUMBER OF INSERVICE POINTS:** 60

## **GENERAL OBJECTIVE(S):**

The Education of Special Populations of Gifted Students module provides an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs.

The Special Populations module features a review of central concepts of giftedness in relation to diversity and current practices in identification. It is structured into three perspectives:

- Socio-cultural issues that examine global and geographical differences, ethnicity, religion, and linguistic diversity
- Personal issues that examine underachievement, physical disabilities, behavioral and emotional disorders, and learning disabilities
- Community issues that examine economic and educational disadvantages; diverse family structures and pressures; the young gifted, highly gifted, and precocious; and gender differences

## **Competency 4.0**

Completing this module will help the participant develop an awareness of:

- The teacher's own prejudices and stereotypes concerning students who are diverse gifted
- The development of intercultural competence in the teacher and advocacy for underserved populations of gifted students
- The cognitive, physical, and affective characteristics of diverse gifted children
- Skills to assist in the screening and identification process
- The process and content of individual psychological testing and alternate assessment in the identification of the gifted
- The roles and functions of various systems that support teachers working to meet the needs of children from diverse populations who are gifted
- The basic issues involved with the planning, development, and implementation of programs for diverse gifted children

## **SPECIFIC OBJECTIVES:**

### **Topic 1: Incidence of Special Populations of Gifted Students**

1. Examine the nature of giftedness in relation to multicultural principles and underserved populations.
2. Acquire knowledge of diversity focus of national standards in gifted education.
3. Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations.

4. Examine personal cultural competencies.

### **Topic 2: Diverse Types of Gifted Students**

1. Within the broad spectrum of giftedness in the general population, identify sub-groups and underserved populations.
2. Understand the learning needs and challenges of diverse types of gifted students.
3. Identify the unique needs of gifted girls, culturally diverse, rural disabled, underachieving, highly gifted, young gifted students and disadvantaged gifted.
4. Examine challenges of finding gifted students from underserved populations.
5. Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations.

### **Topic 3: Identification of special Populations of Gifted Students**

1. Demonstrate knowledge of Plan B State Board of Education Rules, 6A-6.03019, special Instructional Programs for Students Who Are Gifted.
2. Demonstrate Knowledge of alternative assessments and non-traditional screening and evaluation appropriate for use with students from special populations.
3. Match appropriate screening and identification procedures with the needs of the special populations.

### **Topic 4: Ethnicity**

1. Understand the impact of global diversity issues in education of gifted students from diverse ethnic perspectives.
2. Examine the rights of perspectives of diverse ethnic relations of gifted students and first amendment issues.
3. Identify the characteristics of specific ethnic groups of gifted students.
4. Develop an awareness of and demonstrate teaching strategies for addressing the needs of specific ethnic groups.

### **Topic 5: Linguistic Diversity**

1. Understand the characteristics and needs of linguistic minority gifted students.
2. Appreciate and incorporate the cultural and linguistic perspectives of gifted students who are bilingual and multilingual into the curriculum.
3. Examine policies and procedures for working with gifted LEP (Limited English Proficiency) or ELL (English Language Learners) students.
4. Examine ways to identify high potential linguistic minority students.
5. Identify strategies to effectively work with linguistically diverse gifted students and those who are classified as LEP or as ELL students.
6. Examine the impact of cultural, ethical, and educational norms and expectations on underachievement in gifted students.
7. Understand the individual characteristics, attitudes and circumstances that can affect the achievement of a gifted student from diverse populations.

#### **Topic 6: Underachievement in Gifted Students from Diverse Populations**

1. Explore ways to identify gifted students from special populations who are unsuccessful in school.
2. Examine the characteristics and needs of these students.
3. Identify strategies to assist these students

#### **Topic 7: Twice-Exceptional: Physical Matrix**

1. Clarify and define diverse types of twice-exceptional gifted students.
2. Demonstrate knowledge, characteristics, and needs of students who are both gifted and hearing impaired/deaf, visually impaired/blind, and orthopedically disabled.
3. Identify the reasons that gifted students with disabilities are underrepresented in gifted programs.
4. Discuss strategies and programming needs for gifted students who are twice-exceptional.

#### **Topic 8: Twice-Exceptional: Behavioral and Emotional Matrix**

1. Identify and describe ADD and ADHD.
2. Identify the differences and similarities between ADD/ADHD and giftedness.
3. Identify Asperger's syndrome and its occurrence in gifted students.
4. Examine the characteristics and needs of these students.
5. Discuss classroom strategies for creating a classroom supportive of gifted students with behavioral/emotional disorders.

#### **Topic 9: Twice-Exceptional: Learning Disabilities Matrix**

1. Define the types of gifted learning disabled students.
2. Describe the procedures for identifying a gifted learning-disabled student.
3. Understand program designs for gifted students with learning disabilities.
4. Identify and plan instructional strategies for teacher of gifted learning-disabled students.

#### **Topic 10: Socio-economic and Educational Disadvantages Matrix**

1. Identify and describe low socio-economic status populations that are underserved.
2. Examine the nature of giftedness as masked by socio-economic and educational disadvantages.
3. Identify inhibiting socio-economic factors that have prevented services for low-income gifted children who have had inadequate learning opportunities.
4. Identify key research on identification of disadvantaged gifted students from underserved populations.
5. Examine alternative, contextual or process-oriented forms of assessment as promising ways to identify low-income gifted students.

6. Examine methods and strategies that challenge the unique needs of disadvantaged gifted children.
7. Research promising programs and services for poor gifted children that would accommodate their unique needs for skill-development, exposure to relevant experiences, mentoring opportunities, and access to resources in the community.

#### **Topic 11: Diverse Family Structures and Pressures Matrix**

1. Identify and describe the impact of non-traditional experience, values, and cultural expectations on the development and educational experiences of gifted students.
2. Identify the unique characteristics and needs of gifted students from diverse family structures.
3. Identify strategies for stimulating personal growth of gifted students from diverse families.
4. Identify community support systems for diverse families of gifted students.

#### **Topic 12: Age: Young Gifted and Highly Gifted Matrix**

1. Examine concepts of age-appropriate development in relation to concepts of giftedness.
2. Understand the needs and characteristics of very young gifted students.
3. Examine ways to identify very young gifted students in early childhood education and support their educational and personal needs.
4. Understand the needs and characteristics of highly gifted students.
5. Identify problems and challenges and present options for developing skills in highly gifted students.
6. Examine exemplary practices and programs for meeting the needs of the highly gifted student.

#### **Topic 13: Gender Matrix**

1. Examine gender stereotyping and prejudice that impacts gifted girls; boys; and lesbian, gay, bisexual, transgender students.
2. Examine the impact of culture and ethnicity on gender expectations for gifted students from minority groups.
3. Demonstrate knowledge of how gender issues can affect achievement and aspirations of gifted students.

#### **Topic 14: Evaluation of Effective Programs for Special Populations of Gifted Students Matrix**

1. Identify and describe criteria of effective programs.
2. Examine theories of giftedness in the socio-cultural perspective in relation to goals for gifted programs.
3. Identify instructional methods that accommodate the needs of special populations.
4. Identify key research on programs for special populations.
5. Communicate and consult with school personnel to evaluate effectiveness of programs in local schools/districts.

### **PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:**

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

#### **Professional Development Activity Descriptions:**

Each participant will complete one or more of the following component activities:

Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

**Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J,K**

**Implementation Methods: M,N,O,P,Q,R,S,T**

**Evaluation Methods: Staff – A,B,C,D,E,F,G**

**Student – A,B,C,D,F,G,Z**

**FEAP: A1, A2, A3, A4**

## THEORY AND DEVELOPMENT OF CREATIVITY

**COMPONENT IDENTIFIER NUMBER:** 1-106-005

**NUMBER OF INSERVICE POINTS:** 60

### **GENERAL OBJECTIVE(S):**

The Theory and Development of Creativity module provides an overview of the theory, research, practical strategies, and resources on creativity, with an emphasis on classroom applications in the gifted classroom.

### **Competency 5.0**

Upon completing this module, participants will develop an awareness of the following eight key questions:

- Why is creativity important?
- What is creativity?
- “Where” is creativity?
- Can creativity be measured?
- What is a creative learning environment?
- How can creativity be nurtured / developed?
- How can the outcomes of creativity be assessed and evaluated?
- How will you commit to nurturing creativity in your students?

### **SPECIFIC OBJECTIVES:**

1. Define creativity and describe the impact it has on personal growth and self-actualization.
2. State several definitions of creativity and compare and contrast these definitions.
3. Identify contemporary and historical examples of people who have demonstrated creativity in various domains and cultural settings.
4. Identify myths and misunderstandings associated with creativity.
5. State several definitions of creativity and compare and contrast these definitions.
6. Identify specific personal, socio-cultural, and educational experiences that facilitate / inhibit the development of creativity.
7. Examine and analyze the dynamics of individual creativity and collaborative creativity.
8. Demonstrate an understanding of the elements of creative thinking (e.g., fluency, flexibility, originality, and elaboration).
9. Identify critical points in the development of human creativity from early childhood through adulthood.
10. Identify controversies concerning the nature of creativity to understand why a universally accepted definition of creativity has not been attained.
11. Identify cognitive and personal characteristics associated with creativity across cultures and through time.

12. Recognize how culture, economics, environment, and time impact the expression of creativity.
13. Understand the role of assessment of creativity and the use of tests and inventories.
14. Describe, compare, and evaluate different instruments for measuring creativity.
15. Identify ways to establish a classroom environment that fosters the development and expression of creativity. Consider role of emotion, physical aspects, exploration/discovery, experimentation, unpredictability, and ambiguity in creativity.
16. Analyze the creative learning environment from 3 perspectives: personal, sociocultural, educational.
17. Describe the importance, implications, and benefits of creative thinking for students in today's schools and society.
18. Examine organizational and managerial structures and practices that facilitate/inhibit the development and expression of creativity.
19. Discuss the nature of innovation and the process of change relative to creative outcomes.
20. Identify examples of how creative thinking can be used to address problems in society.
21. Identify tools for generating ideas and focusing thought with overview relevant programs.
22. Identify programs or curricula that can serve as initiatives for fostering creativity (Odyssey of the Mind, Future Problem Solving, Invent America, Artifacts Box, mentoring).
23. Demonstrate an understanding of the process of invention and identify the steps of moving from an idea through the patent process.
24. Using the identified characteristics of the creative individual, plan appropriate teaching strategies and groupings that support the development and expression of abilities.
25. Explore and analyze the ethical issues surrounding creativity.
26. Discuss the value of creativity in an era of educational accountability.
27. Examine the role of self-assessment, including portfolio development, in the evaluation of creative processes and products.
28. Describe characteristics and appropriate criteria used to assess creative outcomes and products.
29. Develop plans to integrate creativity within and across the content areas focusing on process and product.
30. Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity.
31. Create pathways/opportunities for developing individual student creativity (mentorship, community resources, contests, clubs, special lessons/ classes, dual enrollment, distance learning).

#### **PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION:**

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**Implementation Methods:** M,N,O,P,Q,R,S,T

**Evaluation Methods:** Staff – A,B,C,D,E,F,G

Student – A,B,C,D,F,G,Z

**FEAP:** A1, A2, A3, A4

## Matrix

Gifted Endorsement Matrix			
Competency	Component	Objective Number	Method of Competency Demonstration
<b>1.0:</b> Participants will develop an awareness of: <ul style="list-style-type: none"> <li>the teacher's role in the identification process,</li> <li>the process and content of individual psychological testing in the identification of the gifted,</li> <li>the roles and functions of various systems which support teachers working to meet the needs of children who are gifted,</li> <li>the cognitive and affective characteristics of children who are gifted, and</li> <li>the basic issues involved with the planning, developing, and implementing of programs for children who are gifted.</li> <li></li> </ul>	1-106-001	1-32	Tests, projects, discussions, classroom demonstrations, interview, classroom visit, case study, charts, PowerPoint presentation
<b>2.0:</b> Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of classroom and curricula as they relate to gifted learners. Ultimately, course participants will design units of instruction that are powerful, aligned, engaging, authentic, and challenging.	1-106-002	1-28	Tests, projects, discussions, classroom Demonstrations, KWLH chart, curriculum unit, case study, interview
<b>3.0</b> Participants will receive an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom.	1-106-003	1-46	Biography of famous person, tests, projects, discussions, classroom demonstrations, research, interview

<p><b>4.0</b> Participants will receive an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. Participants will develop an awareness of central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students.</p>	<p>1-106-004</p>	<p>1-64</p>	<p>Interview a family, tests, projects, discussions, classroom demonstrations, motivational scrapbook, biography, poster, chart, portfolio</p>
<p><b>5.0</b> Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, cultural conceptions of creativity, and assessing creativity. They will also learn how to foster a creative learning environment, nurture and develop creativity, identify goals, and use evaluation procedures.</p>	<p>1-106-005</p>	<p>1-31</p>	<p>Case study, tests, projects, discussions, classroom demonstrations, learning activity</p>

## Instructors

Selection of instructors for the Gifted Endorsement Add-on Endorsement Program will be based on the following minimum selection criteria:

- Current Florida teaching certificate (or the equivalent) with gifted endorsement,
- Background of successful staff development and/or adult training expertise,
- Minimum three years successful teaching experience in gifted education,
- Commitment to carry out the number of hours of instruction, individual participant consultation, and follow-up specified in each training module,
- Commitment to use and maintain the integrity of the published training materials known collectively as the Gifted Add-On Endorsement, and
- Commitment to the District Alternative Program for Add-On Certification: Gifted Endorsement and training program, and to the delivery of training at times and places convenient to the participants.

## Completion Requirements

### Program Completion

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

Satisfactory completion of individual components for add-on purposes may be demonstrated through:

1. Instructor's verification of successful demonstration of all applicable competencies and products within the component of the approved add-on program;
2. Verification of successful demonstration of all applicable competencies within a component of another district's Gifted add-on program shall be conducted by personnel from the district's staff development office and will apply when reasonable equivalency between the components can be established through a review of the approved program; or,
3. Successful completion of a college or university course documented by official transcript, where reasonable equivalence can be established between the component and the course through review of the course catalog description and course materials. This review shall be conducted by personnel from the district's staff development office.

### Competency Demonstration

All those attempting to add the Gifted Endorsement to their Florida Educator's Certificates must earn a minimum of 300 inservice points by successfully completing the prescribed set of inservice components including the demonstration of all competencies required for the endorsement or through documented evaluation means. In general, competency demonstration will be done through products, tests, classroom demonstrations, and/or portfolios; however, procedures for evaluation of competency achievement within components will vary depending on the nature of the competency. Inservice training credits for those completing the add-on program will be awarded on the basis of a candidate's successful completion of the components, direct instruction, practicum (when applicable), and follow-up activities.

## Competency Verification

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

## Program Evaluation

### Evaluation Plan

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

1. Individual participants will be evaluated on the basis of having acquired the necessary competencies as verified by the instructor in accordance with approved methods and criteria.
2. Participants, using district staff development program procedures, will evaluate each training component.
3. The program may be assessed by participants, instructors, staff development personnel, district Gifted director, principals, or school-level coaching specialists to determine program effectiveness and program efficiency in terms of management, operation, and delivery.
4. The budget for Gifted Endorsement will mostly be borne by the participating educators. Participants may be able to participate in FDLRS-sponsored courses that are offered free of charge. In some cases, a school district will reimburse the participant for successful completion of the endorsement program. Staff development personnel will monitor administrator time and effort to ascertain intangible program costs.
5. Methods by which the component coordinator will determine the impact of the component on the individual's job performance and/or classroom, school, work setting are described as part of each component evaluation.

### Annual Review

Data described below will be reviewed and analyzed per Rule 6A-5.071(7), F.A.C.:

#### 1. Descriptive Data

- Number of teachers who are out-of-field in Gifted
- Number and percentages of out-of-field that have enrolled in the add-on program
- Number of program completers

#### 2. Client Satisfaction Data

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

- The program is meeting candidate needs.

- The quality of instruction is consistent with professional development standards.
- The curriculum is pertinent to their coaching and professional development needs.
- The pace, quantity, and quality of assessments are compatible with their primary coaching responsibilities.

### 3. Supervisory Evaluation Data

- The add-on certification program is meeting school and program needs.
- Skills acquired in add-on training are practiced and shared with others.
- Evidence exists of tangible benefits to students accruing from add-on training.
- Implementation of the program is cost and time effective.

The data collected during the annual review will be used to determine overall program performance and the carry-over effects of the inservice education and training into the Gifted classroom arena.

## Management

The NEFEC Organization of Educational Leaders (NOEL) Key District Contacts, along with the NEFEC Master Inservice Plan/Endorsement Coordinator will be responsible for the overall management of the add-on program. Inservice training will be offered by districts, NEFEC, state institutions, FDOE, and regional service providers.

The North East Florida Educational Consortium will be responsible for:

- Updating and reviewing the courses
- Advertising the availability of the courses to the individual districts
- Providing qualified facilitators (see *Instructors* on page 32)

## Candidate Application and Admission

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

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

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

## Advisement

Each applicant will receive Add-On Certification information, and orientation will be provided. If required by the district, an applicant will meet with the district's designee and complete a Plan of Study that will be agreed upon by both the district and the applicant.

Continuing advisement will be provided by the appropriate district office personnel on matters related to certification add-on offerings, training requirements, and progress toward completion of the Gifted Endorsement Program.

The district will ensure that staff members are available to assist candidates with the initial program orientation, the developments of a Plan of Study (if required), inservice training information, and follow-up advisement for successful program completion.

## Attendance Requirement for Inservice Points

Attendance is mandatory unless because of serious illness or extreme emergency the instructor excuses the absence. Excused absence class hours must be satisfied through a schedule approved by the instructor.

When participants have completed all program completion requirements, thereby demonstrating mastery of competencies and objectives, program completion is verified. Successful completion of all components will be verified by the district which then notifies the Florida Department of Education.

It is the participant's responsibility to complete each component within the timelines established by the School Board Rule 6A-1.0503, Definition of Qualified Instructional Personnel.

## Transfer and Utilization of Credit (College or Inservice)

Credit earned in college courses from an accredited institution of higher education may be considered for transfer of credit to this add-on certification program. College courses are converted to inservice points with each semester credit hour equivalent to 20 inservice points. Participants must request an official college transcript from the institution of higher education for courses they wish to transfer; course syllabi will be analyzed to determine correlation to the appropriate Gifted inservice course within the chosen plan of study.

Inservice credit earned in other school districts may be applied to the Gifted Endorsement Program provided that (1) the component is of equivalent or higher content level, and (2) the component was earned as part of an approved Add-on Certification Program for Gifted. Participants must request an official Inservice Transfer Record be sent from the previous employer to the district staff development director.

## Certification of Completion

When participants have completed all program completion requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. Since records are kept during each step of the Gifted Endorsement Program by district staff development personnel, a professional development tracking system, or other inservice tracking systems, documentation is easily accessed by

district staff to verify successful completion of all components. Upon verification, the Department of Education will be notified.

## **School Board Approval**

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





# NEFEC

## Prekindergarten Disabilities Add-On Endorsement Program 2014

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

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

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# Prekindergarten Disabilities Add-On Endorsement Program

## Rationale and Purpose

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

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

Specialization requirements for the Prekindergarten Disabilities Endorsement are required for certified teachers who instruct either course number 7650030 (Prekindergarten Disabilities: Age 0-2) or 7650130 (Prekindergarten Disabilities: Age 3-5) as listed in the Florida Course Code Directory. Exceptions to this requirement are for teachers who:

- Have certification in preschool education (birth through age 4 years) **or**
- Have certification in prekindergarten/primary education (age 3 years through grade three) **or**
- Can document at least two full years of teaching experience (including satisfactory teacher evaluations) with prekindergarten children with disabilities between July 1, 2006, and June 30, 2011

Additional information about exceptions can be found at the FLDOE Bureau of Exceptional Education and Student Services Prekindergarten Disabilities Endorsement Q & A found at [http://www.florida-ese.org/asdendorsement/files/PREK%20Endorsement%20Q&A\\_6\\_13.pdf](http://www.florida-ese.org/asdendorsement/files/PREK%20Endorsement%20Q&A_6_13.pdf)

The district add-on endorsement is designed for teachers who currently hold certification in primary education, elementary education (K-6), early childhood education, or any exceptional student education Florida educator certificate.

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

<b>DISTRICT</b>	<b># of PreK teachers out of field</b>	<b>Projected # of PreK teachers who will need endorsement through 2019</b>	<b># of PreK SWD currently enrolled</b>	<b>Projected # of PreK SWD to be enrolled in 2019</b>
Baker	0	0	30	30
Bradford	0	0	30	30
Columbia	2	2	81	101
Dixie	0	1	21	35
Flagler	0	0	50	90
FSDB	0	3	15	40
FSU Lab*	N/A			
Gilchrist	0	13	43	55
Hamilton	0	1	8	12
Lafayette	1	1	6	10
Levy	0	0	177	187
Monroe	0	3	106	120
PK Yonge*	N/A			
Putnam	0	1	91	100
Suwannee	0	0	103	130
Union	0	1	5	7

\*Prekindergarten Program is not offered

## Curriculum

The curriculum for the Prekindergarten Disabilities Endorsement Program includes modules developed by the Exceptional Student Education Personnel Development Support Project, Florida Department of Education (FDOE), Bureau of Exceptional Education and Student Services, in conjunction with the Lee County School District. It addresses the FDOE Prekindergarten Disabilities Endorsement Competencies under the Individuals with Disabilities Education Act, Part B. Participants must demonstrate that they have acquired all the competencies (listed below) as identified by the FDOE.

## FDOE Prekindergarten Disabilities Endorsement Competencies

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

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

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

### Specialization/Professional Studies

Specialization requirements for the Prekindergarten Disabilities Endorsement follow and are listed at [Rule 6A-4.01792](#):

(1) A bachelor's or higher degree with certification in any exceptional student education area, preschool education, primary education, prekindergarten/primary education, elementary education (K-6), or early childhood education, and

(2) Twelve (12) semester hours in prekindergarten disabilities education to include the areas specified below:

(a) Six (6) semester hours in the development and implementation of individualized educational programs for the prekindergarten child with disabilities to include formal and informal evaluation techniques; developmentally appropriate curriculum, methods, and intervention strategies; teaming approaches to facilitate inclusion in appropriate learning environments; and multidisciplinary approaches and techniques for serving the child and the family;

(b) Three (3) semester hours in child development to include theories of the atypical child, the stages and sequences of development, and the impact of disabilities and biomedical risk factors on learning; and

(c) Three (3) semester hours in family collaboration and support to include family systems theory and interaction; community resources; service coordination; and transition.

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

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

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

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

## Instructional Design and Delivery

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

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

## Instructional Strands

Typical and Atypical Development	Assessment and Evaluation	Curriculum
<ul style="list-style-type: none"> <li>• Studying Childhood Development: An Overview and Theories</li> <li>• Studying Childhood Development: Understanding Typical</li> </ul>	<ul style="list-style-type: none"> <li>• Background Assessment Information</li> <li>• Challenges, Indicators of Effectiveness, Terminology</li> <li>• Informal Assessment, Terminology,</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction and Background Information</li> <li>• Individualized Family Services Plan (IFSP) and Individual Educational Plan (IEP)</li> </ul>



<p>vs. Atypical Development</p> <ul style="list-style-type: none"> <li>• Nature and Sequence of Development Birth-2 years: Newborns, Infant Physical and Motor Development</li> <li>• Nature and Sequence of Development Birth-2 years: Infant Cognitive, Communication, and Social Development</li> <li>• Nature and Sequence of Development: Preschool (3-5 years) Physical and Motor Development and Cognitive Development</li> <li>• Nature and Sequence of Development: Preschool (3-5 years) Speech-Language and Social-Emotional Development</li> <li>• Nature and Sequence of Development: In the Primary Years (ages 6-8)</li> <li>• Exceptional Education Programs: Characteristics of Students with Disabilities</li> <li>• Understanding Families and Systems Theory</li> <li>• Working with Culturally Diverse Families</li> </ul>	<p>Identification for Referral: Screening</p> <ul style="list-style-type: none"> <li>• Diagnosis and Determination of Disability, Cognitive Assessment</li> <li>• Diagnosis and Determination of Disability, Communication Assessment, Motor Assessment</li> <li>• Diagnosis and Determination of Disability, Adaptive Behavior, Social and Emotional Development</li> <li>• Determination of Eligibility, BDI-2</li> <li>• Sharing Assessment Results with Families, Program Planning</li> <li>• Special Considerations, Sharing of Assessment Results, and Putting It All Together</li> <li>• Case Study, Program Monitoring, Program Accountability</li> </ul>	<ul style="list-style-type: none"> <li>• Educational Environment</li> <li>• Universal Curriculum Design and Building Blocks for Children with Special Needs</li> <li>• Understanding Inclusion</li> <li>• Implementing Inclusion</li> <li>• Promoting Cognitive Skills - Part I</li> <li>• Promoting Cognitive Development - Part II</li> <li>• Promoting Communication Skills</li> <li>• Promoting Early Literacy Skills in Children with Disabilities</li> <li>• Second Language Learners and Promoting Play in Children with Disabilities</li> <li>• Promoting Social-Emotional Competence</li> </ul>
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## Training Components

## MODULE 1: TYPICAL AND ATYPICAL DEVELOPMENT

**COMPONENT IDENTIFIER NUMBER:**

**2-100-009**

**Maximum Inservice Points:**

**60**

### **GENERAL OBJECTIVE:**

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

### **SPECIFIC OBJECTIVES:**

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

- Define development and identify the importance of studying childhood development.
- Demonstrate understanding of the relationship between developmentally appropriate practices and developmental theories.
- Identify rationale for studying child development from a multicultural perspective.
- Identify the predominant theories and related theorists of child development and understand how theories help educators.
- Define, discuss, and apply the six major theories of development.
- Define key terminology related to typical and atypical development.
- Identify key factors relating to influences on childhood development, including cultural influences, risk, resilience, vulnerability, and protective factors.
- Describe origins of disability and developmental delay during early childhood.
- Identify and understand adverse factors of the pre-, peri-, and post-natal periods of development
- Describe the physical characteristics of the newborns.
- Understand the characteristics and functions of psychological states of the newborn.
- Describe newborn reflexes and their implications for development, interaction, and health care.
- Identify indicators and primary causes of atypical infant development.
- Identify the major physical characteristics of infants.  
Identify and sequence the acquisition of motor skills in infants.
- Name and summarize Piaget's six stages of infant cognitive development.
- Identify and define Piaget's domains of sensorimotor development.
- Identify sources of variations in infant cognitive development.
- Recognize indicators of atypical cognitive development.
- Identify and sequence speech-language milestones.
- Recognize indicators of atypical speech-language development.
- Define attachment and understand how it forms as well as its impact on development.

- Identify the major temperaments identified in infancy.
- Describe physical characteristics of preschool children.
- Identify and sequence motor (gross and fine) abilities.
- Describe the stages of development in drawing skills.
- Identify the indicators of atypical fine and gross motor development.
- Understand the challenging conditions that affect motor development.
- Identify the key characteristics of various theoretical perspectives of preschool cognitive skills.
- Recognize characteristics and indicators of atypical cognitive development in preschoolers.
- Identify and define the components of communication.
- Identify and sequence the major speech-language milestones for preschool children.
- Identify the impact of bilingualism on the development of components of language.
- Recognize characteristics of atypical communication development.
- Describe the connection between symbolic thought and play development in preschool children.
- Define sociodramatic play and identify its main elements.
- Identify and sequence the social-emotional milestones of preschoolers.
- Define and identify the functions of initiative.
- Understand social competence and identify the positive and negative influences.
- Recognize the physical growth and motor development patterns of primary aged children.
- Identify effects of poverty and challenging conditions on physical and motor development.
- Identify the critical components of the cognitive theories and their impacts on development.
- Recognize and describe the characteristics of atypical cognitive development.
- Identify the major characteristics of speech and language development during the primary years.
- Identify characteristics of atypical speech and language in primary aged children.
- Identify the primary social-emotional changes during this period.
- Recognize characteristics of atypical social-emotional development during the primary years.
- Define special education.
- Recognize the definitions and key characteristics of the following disabilities: developmental delay, intellectual disability, specific learning disabilities, speech and language impairment, emotionally/behaviourally disordered, physically impaired, hearing impaired, visually impaired, autism spectrum disorder.
- Recognize the role of family on a child's development.
- Identify the impacts of having a child with special needs on a family.
- Recognize and understand differences in values across cultures and how they impact educational experiences.
- Demonstrate the ability to identify community resources and encourage advocacy to help families meet the needs of their child with a disability and their family.

- Identify critical areas that affect the formation of effective relationships between families and early childhood professionals.
- Identify ways in which various cultures view and accept disabilities.
- Define cultural reciprocity and identify the steps in the cultural reciprocity process.
- Identify challenges, as well as cultural characteristics, that may impede parental involvement.
- Identify strategies to increase parental involvement in the school and/or classroom.

### **PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION:**

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

**Learning (Delivery) Methods:** **A** (Knowledge Acquisition), **D** (Learning Community/Lesson Study Group), **I** (Job Embedded), **J** (Deliberate Practice), **K** (Problem Solving Process)

**Implementation Methods:** **M** (Structured Coaching/Mentoring), **N** (Independent Learning/Action Research), **O** (Collaborative Planning), **P** (Participant Product), **Q** (Lesson Study), **T** (Evaluation of Practice Indicators)

#### **Evaluation Methods**

**Staff:** **A** (Changes in Practice), **B** (Changes in Instructional Leadership), **C** (Changes in Student Services Practices), **D** (Other Changes in Practices), **E** (Fidelity of Implementation), **F** (Changes in Observed Educator Proficiency)

**Student:** **A** (Results of State or District-Developed Student Growth Measure), **B** (Results of School/Teacher-Constructed Student Growth Measure), **C** (Portfolios of Student Work), **D** (Observation of Student Performance)

**FEAP:** **A1** (Instructional Design and Lesson Planning), **A2** (Learning Environment), **A3** (Instructional Delivery), **B1** (Continuous Professional Improvement)

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## MODULE 2: ASSESSMENT AND EVALUATION

**COMPONENT IDENTIFIER NUMBER:**

**4-102-005**

**Maximum Inservice Points:**

**60**

### **GENERAL OBJECTIVE:**

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

### **SPECIFIC OBJECTIVES:**

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

- Define assessment.
- Discuss the significance of the assessment and diagnostic process.
- Discuss assessment as a continuum of activities.
- List legal reasons for assessment.
- Discuss the types and purposes of assessment.
- Articulate NAEYC key recommendations for assessment.
- Articulate DEC best practice guidelines and central dimensions.
- Discuss the balance that must exist between valid and efficient assessment.
- List and discuss challenges, uses, and abuses of assessment instruments inherent in the evaluation of infants and young children.
- List and discuss indicators of effective assessment.
- Understand and identify key terminology related to formal assessment procedures.
- Understand and utilize the bell curve to interpret assessment results.
- Understand and identify key terminology related to criterion-referenced measures.
- Understand and identify key terminology related to informal assessment measures.
- Discuss legal reasons for screening activities.
- Define screening activities, including the purpose.
- Understand and be able to discuss informal screening activities.
- List the activities involved in a complete screening.
- Describe an effective screening instrument.
- Become familiar with a variety of different screening instruments.
- Discuss assessment for diagnosis/determination of eligibility.
- List Part B and Part C information related to the assessment of young children.
- List Part B educational programs for disabled students.
- Discuss the challenges of diagnosing young children for the purposes of eligibility.
- Discuss a number of assumptions that are inherent to the diagnostic process.
- Define cognition.
- Discuss the need for cognitive assessment.
- Discuss formal, criterion referenced, and informal cognitive assessment procedures.

- Become familiar with formal, criterion referenced, and informal cognitive assessment instruments.
- Discuss the implications of cognitive assessment.
- Define Developmental Delay according to the Florida District's SP&P.
- Define communication and communication disorders.
- State why we assess communication skills.
- Become familiar with formal and informal procedures for assessing communication skills.
- Describe the implications of deficits in communication skills.
- Discuss diagnosis and determination of disabilities in the area of communication.
- Define fine and gross motor.
- State why we assess motor skills.
- Describe the implications of deficits in motor development.
- Discuss diagnosis and determination of disabilities.
- Define adaptive behavior and adaptive behavior disorders.
- Share why we assess adaptive behavior.
- Become familiar with formal and informal procedures for assessing adaptive behavior.
- Describe the implications of deficits in adaptive behavior.
- Discuss diagnosis and determination of disabilities in the area of adaptive behavior.
- Define social competence.
- Share why we assess social competence.
- Describe the implications of deficits in social/emotional skills.
- Discuss diagnosis and determination of disabilities in the area of social/emotional skills.
- Be familiar with strategies that facilitate collaboration with families and caregivers.
- Be familiar with special considerations for assessment of certain populations of children.
- Use data from the BDI-2 and appropriate formal and informal assessments for assessing achievement, report writing, sharing results, and developing an IEP.
- Become familiar with the purposes of the BDI-2.
- Administer the BDI-2.
- Score and interpret the BDI -2.
- Use a template to write an assessment report.
- Become familiar with strategies for sharing assessment results with families;
- Be knowledgeable about using data from home, school, and community to develop goals and objectives.
- Be knowledgeable about program planning and IEP development;
- Identify required components of an IEP;
- Write an IEP including all required components.
- Be familiar with special considerations for assessment of certain populations of children;
- Use information from the BDI-2 and other formal and informal assessment measures for: interpretation, report writing; sharing results; and developing an IEP.
- Demonstrate an understanding of the diagnostic process, including specific steps prescribed in the district's SP & P.
- Know the steps in implementing the IEP.
- Define the purposes of program monitoring activities;
- Discuss appropriate modifications based on program monitoring activities;
- Define the purposes of program accountability activities;

- Be knowledgeable about the Florida Part B State Performance Plan for program accountability.

### **PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION:**

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

**Learning (Delivery) Methods:** **A** (Knowledge Acquisition), **D** (Learning Community/Lesson Study Group), **I** (Job Embedded), **J** (Deliberate Practice), **K** (Problem Solving Process)

**Implementation Methods:** **M** (Structured Coaching/Mentoring), **N** (Independent Learning/Action Research), **O** (Collaborative Planning), **P** (Participant Product), **T** (Evaluation of Practice Indicators)

#### **Evaluation Methods**

**Staff:** **A** (Changes in Instructional Practices), **B** (Changes in Instructional Leadership), **C** (Changes in Student Services), **D** (Other Changes in Practice), **E** (Fidelity of Implementation), **F** (Changes in Observed Educator Proficiency)

**Student:** **A** (Results of State or District Student Growth Measure), **B** (Results of School or Teacher Student Growth Measure), **C** (Portfolios of Student Work), **D** (Observation of Student Performance), **G** (Did not evaluate student outcomes as staff evaluation is more relevant)

**FEAP:** **A1** (Instructional Design and Lesson Planning), **A2** (Learning Environment), **A3** (Instructional Delivery), **B1** (Continuous Professional Improvement)

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## MODULE 3: CURRICULUM

**COMPONENT IDENTIFIER NUMBER:**

**2-105-001**

**Maximum Inservice Points:**

**120**

### **GENERAL OBJECTIVE:**

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

### **SPECIFIC OBJECTIVES:**

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

- Describe the history of early childhood education.
- Understand the impact that IDEA, Part C and Part B, have on the education of young children with disabilities.
- Describe changes in service delivery models, including the transition from Part C to Part B
- Define “Family centered Services.”
- Describe service delivery options, LRE, and the continuum of services in Florida.
- Demonstrate an understanding of, and strategies for participating and communicating effectively, as part of a teaming approach to assessment and intervention.
- Understand, describe, and utilize an IFSP.
- Understand, describe, and utilize an IEP.
- Demonstrate ability to read and use IEPs appropriately for students in preschool with disabilities.
- Demonstrate ability to write appropriate IEPs for students in preschool with disabilities.
- Understand and explain the importance of creating an appropriate educational environment.
- Understand the importance of program quality in early childhood.
- Demonstrate an understanding of setting the physical environment in preschool.
- Demonstrate an understanding of the importance of safety and cleanliness in the pre-k classroom.
- Demonstrate the ability to create an appropriate schedule in the pre-k classroom.
- Demonstrate an understanding of appropriate child/child and adult/child interactions in pre-k.
- Understand the importance of involving families in the pre-k classroom.
- Demonstrate an understanding of the importance of developmentally appropriate curriculum in pre-k.
- Demonstrate an understanding of the components of a universally designed curriculum
- Demonstrate understanding of making accommodations, embedding learning objectives and using direct instruction.

- Demonstrate an understanding of why we include children with special needs.
- Understand how to include children with special needs.
- Describe accommodations.
- Describe modifications/adaptations.
- Demonstrate understanding of the components necessary to successfully include young children with special needs.
- Demonstrate the ability to choose appropriate curriculum accommodations, modifications, and adaptations when including young children with special needs
- Demonstrate knowledge of developmental norms in the cognitive domain.
- Demonstrate knowledge of the identification of intellectual disabilities.
- Demonstrate knowledge of goals and benchmarks for young children in the cognitive domain.
- Demonstrate knowledge of working with young children with intellectual disabilities
- Demonstrate knowledge of successful strategies used when teaching young children with intellectual disabilities.
- Demonstrate knowledge of specific accommodations and modifications used when teaching young children with intellectual disabilities.
- Demonstrate knowledge of teaching young children with intellectual disabilities in an inclusive classroom.
- Demonstrate knowledge of developmental norms in and identify communication delays and disabilities in young children.
- Develop goals and benchmarks for young children with communication delays and disabilities.
- Demonstrate knowledge of strategies to use when working with young children with communication delays and/or disabilities.
- Demonstrate knowledge of including young children with communication delays and/or disabilities in a classroom with typically developing peers.
- Demonstrate knowledge of benefits of integrating speech-language therapy into the classroom.
- Demonstrate knowledge of early literacy.
- Identify challenges faced by our society regarding early literacy.
- Demonstrate knowledge of the skills and abilities that support literacy.
- Demonstrate knowledge of challenges to early literacy outcomes for children with disabilities.
- Demonstrate knowledge of resources to support early literacy for children with disabilities.
- Demonstrate comprehensive knowledge of sessions 1-10.
- Explain how language acquisition impacts learning.
- Demonstrate knowledge regarding the identification of young second language learners with special needs.
- Demonstrate knowledge of strategies utilized to enable second language learners with special needs to succeed.
- Explain accommodations and modifications to use with second language learners with special needs.

- Demonstrate knowledge of including second language learners with special needs.
- Demonstrate an understanding of the importance of play for all children.
- Identify strategies for supporting the development of friendship skills.
- Define emotional literacy and identify activities that build “feeling vocabularies.”
- Understand the importance of providing opportunities for children to begin to understand their own, as well as others’ emotions.
- Understand why children need to learn to control anger and handle disappointment and will be able to identify strategies to teach anger management skills.
- Understand the importance of teaching problem solving and will be able to identify problem solving steps.
- Describe methods that may be used to determine the function of challenging behavior.
- Use interview and observational data to determine the communicative function of challenging behavior and develop behavior hypotheses.
- Identify the steps of the process of Positive Behavior Support (PBS).
- Describe strategies that may be used to prevent challenging behavior.
- Identify replacement skills that may be taught to replace challenging behavior.
- Identify how to respond in a way that does not maintain or reinforce challenging behavior.
- Develop a behavior support plan for a case study child
- Demonstrate knowledge of developmental norms regarding motor development.
- Demonstrate knowledge of the identification of young children with motor impairment.
- Explain the development of goals and benchmarks for young children with motor impairment.
- Demonstrate knowledge of working with young children with motor impairments.
- Demonstrate knowledge of the utilization of successful strategies with young children with motor impairments.
- Demonstrate knowledge of accommodations and modifications used with young children with motor impairments.
- Demonstrate knowledge of including young children with motor impairments
- Demonstrate knowledge of proper nutrition when working with young children.
- Demonstrate knowledge of the use of cooking and socializing during meals and snacks in preschool.
- Demonstrate knowledge of potential malnutrition of children with disabilities
- Demonstrate knowledge of feeding plans and positioning techniques when feeding preschool children with disabilities.
- Demonstrate knowledge of how to encourage young children to self-feed.
- Demonstrate knowledge of vision and hearing development.
- Demonstrate knowledge of the incidence rate of vision/hearing impairment.
- Demonstrate knowledge of the identification of vision and hearing impairments in young children.
- Demonstrate knowledge of goals and benchmarks appropriate for young children with vision/hearing impairment.
- Demonstrate knowledge of working with young children with vision/hearing impairments.



- Demonstrate knowledge of including students with hearing/vision impairments.
- Demonstrate knowledge of successful strategies used when working with young children with vision/hearing impairments.
- Demonstrate knowledge of accommodations and modifications used when working with young children with vision/hearing impairments.
- Demonstrate knowledge of the identification of young children with Autism Spectrum Disorders (ASD)
- Demonstrate knowledge of establishing goals and benchmarks for young children with ASD
- Demonstrate knowledge regarding working with young children with ASD
- Demonstrate knowledge of successful strategies to use with young children with ASD
- Demonstrate knowledge of accommodations and modifications used with young children with ASD
- Demonstrate knowledge of including young children with ASD
- Demonstrate knowledge of the meaning and background of sensory integration.
- Demonstrate knowledge of how sensory integration relates to autism.
- Demonstrate knowledge of the signs of a sensory integration dysfunction.
- Demonstrate knowledge of sensory integration therapy.
- Demonstrate knowledge of the history of technology for individuals with special needs in education.
- Demonstrate knowledge of assistive technology.
- Demonstrate knowledge of instructional technology.
- Demonstrate knowledge of legislation affecting use of technology in education.
- Demonstrate knowledge of selecting and using appropriate assistive technology for young children.
- Demonstrate knowledge of planning for the young child's articulation to kindergarten (future placement).
- Demonstrate knowledge of monitoring a student's progress and using data to adjust or plan new interventions.
- Demonstrate knowledge of program evaluation and revising a program's components if they are not successful.

#### **PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION:**

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

**Learning (Delivery) Methods:** **A** (Knowledge Acquisition), **D** (Learning Community/Lesson Study Group), **I** (Job Embedded), **J** (Deliberate Practice), **K** (Problem Solving Process)  
**Implementation Methods:** **M** (Structured Coaching/Mentoring), **N** (Independent Learning/Action Research), **O** (Collaborative Planning), **P** (Participant Product), **Q** (Lesson Study), **T** (Evaluation of Practice Indicators)

## Evaluation Methods

**Staff:** **A** (Changes in Instructional Practices), **B** (Changes in Instructional Leadership), **C** (Changes in Student Services), **D** (Other Changes in Practice), **E** (Fidelity of Implementation), **F** (Changes in Observed Educator Proficiency), **G** (Changes in Observed Educator Proficiency)

**Student:** **A** (Results of State or District Student Growth Measure), **B** (Results of School or Teacher Student Growth Measure), **C** (Portfolios of Student Work), **D** (Observation of Student Performance), **F** (Other Performance Assessment)

**FEAP:** **A1** (Instructional Design and Lesson Planning), **A2** (Learning Environment), **A3** (Instructional Delivery), **B1** (Continuous Professional Improvement)

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## Matrix

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

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



## Instructors

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

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

## Completion Requirements

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

### Program Completion

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

Satisfactory completion of individual components may be demonstrated through:

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

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

### Competency Demonstration

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

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

### Competency Verification

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

## Program Evaluation

### Evaluation Plan

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

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

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

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

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

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

## Management

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

## Candidate Application and Admission

The individuals designated above will share the process for application, admission, and verification of the Prekindergarten Disabilities Endorsement Program. Eligibility to participate in the program is predicated on a candidate's holding a bachelor's or higher degree with certification in any exceptional student education area, preschool education, primary education, prekindergarten/primary education, elementary education (K-6), or early childhood education.

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

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

## Advisement

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

## Attendance Requirement for Inservice Points

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

## Transfer and Utilization of Credit (College or Inservice)

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

## Certification of Completion

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

## School Board Approval

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



## JRA Architects, Inc.

March 9, 2015

Mr. David Spencer  
Director of Facilities  
Gilchrist County Schools  
310 NW 11<sup>th</sup> Street  
Trenton, FL. 32693

**Ref: TRENTON HISTORIC GYM RENOVATIONS  
JRA# 14742 (C/AC)**

David:

Per our conversation of February 3, JRA has prepared our fee proposal to provide design services for the limited scope of renovations for the above referenced project. We will provide services for the structural and hazardous materials removal only.

We have estimated the cost of A/E Services for this work as follows:

Structural	\$ 8,000.00
Hazardous material removal	\$ 3,500.00
Architectural	\$ 7,500.00
<u>Design and coordination of possible design alternate</u>	<u>\$ 10,000.00</u>
Total	\$ 29,000.00

JRA will prepare two separate bid documents; one for has hazardous materials and one for structural and architectural services. We will assist the District with the bidding of the work and provide limited Construction Administration.

Thank you for this opportunity to again provide A/E Services to Gilchrist County Schools. If you have any questions, please call.

Sincerely,

**JRA ARCHITECTS, INC.**

David Vincent, AIA, LEED® Accredited Professional  
Senior Vice President

cc: Jim Roberson- JRA  
Book/File

## STANDARD FORM OF AGREEMENT BETWEEN

### THE SCHOOL BOARD OF GILCHRIST COUNTY, FLORIDA AND ARCHITECT

#### AGREEMENT

made this \_\_\_\_\_ day of \_\_\_\_\_ in the year of Two Thousand and Eleven

#### BETWEEN

**Gilchrist County School District, the OWNER, and  
JRA Architects, Inc., the ARCHITECT**

#### IT IS THE INTENTION OF THE OWNER TO

Retain professional architectural services for designated remodeling/renovation/small addition Projects throughout the District. Projects will be designated by a Letter of Authorization from the Director of Facilities. Letters of Authorization will be considered Amendments to the Contract and will include a Scope of Work, Project Budget and Time of Completion.

#### THE OWNER AND THE ARCHITECT AGREE AS SET FORTH BELOW.

- I. The ARCHITECT shall provide professional services for the Project in accordance with the Terms and Conditions of this Agreement.
- II. The OWNER shall compensate the ARCHITECT in accordance with the Terms and Conditions of this Agreement as follows:
  - A. **FOR THE ARCHITECT'S BASIC SERVICES**, as described in Basic Services, a lump sum amount negotiated on each occasion of activating a specific designated project which is satisfactory to both parties, or a not-to-exceed amount based on the following hourly rates.

1. Principal	\$125.00
2. Senior/Project Architect	\$ 85.00
3. Design/Staff Architect	\$ 60.00
4. Technician	\$ 45.00
5. Clerical Support	\$ 40.00
  - B. **FOR THE ARCHITECT'S ADDITIONAL SERVICES**, only when approved in writing by the OWNER, compensation based on the provisions of IIA above.
  - C. The OWNER shall determine whether the compensation is to be based on a lump sum or on the above listed hourly rates.
  - D. The hourly rates may be revised only by written Amendment to this Agreement signed by both parties.

# **TERMS AND CONDITIONS OF AGREEMENT BETWEEN OWNER AND ARCHITECT**

## **ARTICLE I, ARCHITECT'S SERVICES**

### **BASIC SERVICES**

- 1.1 The ARCHITECT'S Basic Services consist of the five phases described below and include normal civil and structural engineering services for preparation of all the documents in accordance with the Florida Building Code and Florida Fire Prevention Code.

### **SCHEMATIC DESIGN PHASE**

- 1.2 Upon written notice to proceed for each project, the ARCHITECT shall consult with the OWNER to ascertain the requirements of the Project and shall confirm such requirements to the OWNER.
- 1.3 The ARCHITECT shall prepare Schematic Design Studies consisting of drawings and other documents illustrating the scale and relationship of Project Components for approval of the OWNER.
- 1.4 The ARCHITECT shall submit to the OWNER a Statement of Probable Construction Cost based on current area, volume or other unit costs.

### **DESIGN DEVELOPMENT PHASE**

- 1.5 The ARCHITECT shall prepare for approval by the OWNER, the Design Development Documents consisting of drawings and other documents to fix and describe the size and character of the entire Project as to structural systems, kinds of materials and such other essentials.
- 1.6 The ARCHITECT shall submit to the OWNER a further Statement of Probable Construction Cost.

### **CONSTRUCTION DOCUMENTS PHASE**

- 1.7 The ARCHITECT shall prepare from the approved Design Development Documents, for approval by the OWNER, Working Drawings and Specifications setting forth in detail the requirements for the construction of the entire Project including the necessary bidding information, and shall assist in preparation of bidding forms, the Conditions of the Contract, and the form of Agreement between the OWNER and the Contractor.
- 1.8 The ARCHITECT shall advise the OWNER of any adjustments to previous Statements of Probable Construction indicated by changes in requirements or general market conditions.
- 1.9 The ARCHITECT shall assist the OWNER in filing the required documents for the approval of governmental authorities having jurisdiction over the Project. The ARCHITECT shall provide four (4) complete sets of Construction Documents to the OWNER.

## **BIDDING OR NEGOTIATION PHASE**

- 1.10 The ARCHITECT, following the OWNER's approval of the Construction Documents and of the Latest Statement of Probable Construction Cost, shall assist the OWNER in obtaining bids or negotiated proposals and in awarding and preparing construction contracts.

## **ADMINISTRATION OF THE CONSTRUCTION CONTRACT**

- 1.11 The Construction Phase will commence with the award of the Contract for Construction and will terminate when final payment is made by the Owner to the Contractor.
- 7.1 Architect shall provide Administration of the Construction Contract as set forth in Articles 1 through 14 inclusive of the 1976 Edition of the AIA General Conditions of the Contract for Construction. The extent of his duties and responsibilities and the limitation of his authority as assigned thereunder shall not be modified except the last sentence of P.2.24 which shall read: "The Architect will not be responsible for construction means, methods, techniques, sequences or procedures, or for safety precautions and programs in connection with the Work. He will attend a weekly progress meeting and make an inspection at the site to familiarize himself generally with the progress and quality of the Work. These inspections are visual observations of construction to permit the Architect to render his professional opinion as to whether the Contractor is performing the Work in a manner indicating that when completed, the Work will be in accordance with the Contract Documents. Such observations shall not be relied upon by any party as acceptance of the Work, nor shall they relieve any party from fulfillment of customary and contractual responsibilities and obligations. The frequency and duration of the on-site inspections shall be governed by the size and complexity of the Work and shall be in keeping with sound architectural practice. The Architect shall submit weekly written site inspection reports to the Owner during the term of the Contract. It shall be the duty and responsibility of the Architect to report immediately to the Contractor and Owner any defects and deficiencies in the Work of the Contractor and indicate on his inspections report to the Owner all discrepancies observed and remedial action taken by the Architect. Nothing contained in the provision shall act to limit, alter or amend the duties or responsibilities imposed on the Architect by any other provision of this Agreement, but shall be in addition thereto."
- 1.13 The ARCHITECT, as the representative of the OWNER during the Construction Phase, shall advise and consult with the OWNER. Instructions to the Contractor shall be forwarded through the ARCHITECT. The ARCHITECT shall have authority to act on behalf of the OWNER to the extent provided in this Contract, unless otherwise modified in writing.
- 1.14 The ARCHITECT shall at all times have access to the Work wherever it is in preparation or progress.
- 1.15 Inspection of the Work will include regular inspections necessary to insure, to the best of the ARCHITECT'S knowledge, information, and belief, that all materials and workmanship are according to plans and/or specifications. Materials and workmanship requiring inspection will not be covered by succeeding construction prior to said inspection and it



will be the responsibility of said ARCHITECT to be sure no construction is delayed by not making inspections promptly. In the event Work is covered by succeeding construction, prior to inspection of the said Work, that portion of the construction making proper inspection impossible shall be removed and replaced after inspection at no additional cost to the OWNER. ARCHITECT shall also make final inspections. Each Request for Payment by the General Contractor forwarded by said ARCHITECT will also include from the ARCHITECT a certification that all construction to be paid for as per the Request for Payment has been inspected as described above.

- 1.16 Based on such observations, at the site and on the Contractor's Application for Payment, the ARCHITECT shall determine the amount owed to the Contractor and shall issue Certificates for Payment in such amounts. The issuance of a Certificate for Payment shall constitute a representation by the ARCHITECT to the OWNER, based on the ARCHITECT'S observations at the site as provided in the preceding paragraph and on the data comprising the Application for Payment, that the Work has progressed to the point indicated; that to the best of the ARCHITECT'S knowledge, information and belief, the quality of the Work is in general accordance with the Contract Documents (subject to an evaluation of the Work as a functioning whole upon Substantial Completion, to the results of an subsequent tests required by the Contract Documents, to minor deviations from the Contract Documents correctable prior to completion, and to any specific qualifications stated in the Certificate of Payment); and that the Contractor is entitled to payment in the amount certified. By issuing a Certificate for Payment, the ARCHITECT shall not be deemed to represent that he has made any examination to ascertain how and for what purpose the Contractor has used the monies paid on account of the Contract Sum.
- 1.17 The ARCHITECT shall be, in the first instance, the interpreter of the Contract Documents and the impartial judge of the performance thereunder by both the OWNER and Contractor. The ARCHITECT shall make decisions on all claims of the OWNER and Contractor. The ARCHITECT shall make decisions on all claims of the OWNER and Contractor relating to the execution and progress of the Work and on all matters or questions related thereto. The ARCHITECT'S decisions in matters relating to artistic effect shall be final if consistent with the intent of the Contract Documents.
- 1.18 The ARCHITECT shall have authority to reject Work which does not conform to the Contract Documents. The ARCHITECT shall also have authority to require the Contactor to stop the Work whenever, in his reasonable opinion, it may be necessary for the proper performance of the Contract. The ARCHITECT shall not be liable to the Owner for the consequences of any decision made by him in good faith either to exercise or not to exercise his authority to stop the Work.
- 1.19 The ARCHITECT shall review and approve shop drawings, samples and other submissions of the Contractor only for conformance with the design concept of the Project and for compliance with the information given in the Contract Documents.
- 1.20 The ARCHITECT shall prepare Change Orders for the OWNER'S review and approval.
- 1.21 The ARCHITECT shall conduct inspections to determine the Dates of Substantial Completion and Final Completion, shall receive written guarantees and related documents assembled by the Contractor, and shall issue a final Certificate for Payment.

The ARCHITECT shall not be responsible for the acts or omissions of the Contractor, any Subcontractors, any of the Contractor's or Subcontractor's agents or employees, or any other persons performing any of the Work.

- 1.22 The ARCHITECT shall make every effort to complete all the documents in a timely fashion in order that construction may commence to allow for completion and occupancy of the facility in a timely fashion.

## **ARTICLE II, THE OWNER'S RESPONSIBILITIES**

- 2.1 The OWNER shall provide full information regarding his requirement for the Work.
- 2.2 The OWNER shall designate, when necessary, a representative authorized to act on his behalf with respect to the Work. The OWNER or his representative shall examine documents submitted by the ARCHITECT and shall promptly render decisions pertaining thereto to avoid unreasonable delay in the progress of the ARCHITECT'S Work.
- 2.3 The OWNER shall direct the ARCHITECT to obtain, as a reimbursable expense, a certified land survey of the site giving, as applicable, grades and lines of streets, alleys, pavements and adjoining property; right-of-ways, restrictions, easements, encroachments, zoning, deed restrictions, boundaries and contours of the site; locations, dimensions and complete data pertaining to existing buildings, other improvements and trees; and full information concerning available service and utility lines both public and private.
- 2.4 The OWNER shall direct the ARCHITECT to obtain the services of a soils engineer, as a reimbursable expense, when such services are deemed necessary by the ARCHITECT, including reports, test borings, test pits, soil bearing values and other necessary operations for determining subsoil conditions.
- 2.5 The OWNER shall direct the ARCHITECT to obtain structural, mechanical, chemical and other laboratory tests, permits and reports as required by law or the Contract Documents, as a reimbursable expense.
- 2.6 The OWNER shall furnish such legal, accounting and insurance counseling services as may be necessary for the Work, and such auditing services as he may require to ascertain how or for what purposes the Contractor has used the monies paid to him under the Construction Contract.
- 2.7 If the OWNER observes or otherwise becomes aware of any fault or non-conformance with the Contract Documents, he shall give prompt written notice thereof to the Architect.
- 2.8 The OWNER shall furnish information required of him as expeditiously as necessary for the orderly progress of the Work.
- 2.9 If the Estimate of the Probable Construction Cost or the Detailed Cost Estimate or the lowest bona fide proposal is in excess of any limit stated herein, the OWNER may give written approval of an increase in the limit or shall direct the ARCHITECT to revise the Work scope or quality, or both, to reduce the cost as required.

### ARTICLE III, CONSTRUCTION COST

- 3.1 Project construction cost shall be based upon one of the following sources with precedence in the order listed:
- 3.2 For completed construction, the total cost of all such Work.
- 3.3 For Work not constructed, the lowest bona fide bid received from qualified bidder for any or all of such work.
- 3.4 For Work which bids are not received, (1) the latest Detailed Cost Estimate, or (2) the ARCHITECT'S latest Statement of Probable Construction Cost.
- 3.5 Construction Cost does not include the fee of the ARCHITECT and consultants, the cost of the land, right-of-ways, or other costs which are the responsibility of the OWNER.
- 3.6 Materials and equipment furnished by the OWNER shall be included at current market prices, except that used materials and equipment shall be included as if purchased new for the Project.
- 3.7 For Work done on a day labor basis by the Owner the construction cost and resulting ARCHITECT'S fee shall be negotiated between the OWNER and the ARCHITECT.
- 3.8 Statements of Probable Construction Cost and Detailed Cost Estimates prepared by the ARCHITECT represent his best judgment as a design professional familiar with the construction industry. It is recognized, however, that neither the ARCHITECT nor the OWNER has any control over the cost of labor, materials or equipment, over the Contractor's methods of determining bid prices, or over competitive bidding or market conditions. Accordingly, the ARCHITECT cannot and does not guarantee that bids will not vary from any Statement of Probable Construction Cost or other Cost Estimate prepared by him.
- 3.9 When a fixed limit of Construction Cost is established as a condition of this Agreement, it shall include a bidding contingency of ten (10) percent unless another amount is agreed upon in writing. When such a fixed limit is established, the ARCHITECT shall be permitted to determine what materials, equipment, component systems and types of construction are to be included in the Contract Documents; and to make reasonable adjustments in the scope of the Work to bring it within the fixed limit. The ARCHITECT may also include in the Contract Documents alternate bids to adjust the Construction Cost to the fixed limit.
- 3.10 If the lowest bona fide bid, the Detailed Cost Estimate or the Statement of Probable Construction Cost exceeds such fixed limit of Construction Cost (including the bidding contingency) established as a condition of the Agreement, the OWNER shall (1) give written approval of an increase in such fixed limit, (2) authorize rebidding the Project within a reasonable time, or (3) cooperate in revising the Project scope and quality as required to reduce the Probable Construction Cost. In the case of (3) the ARCHITECT, without additional charge, shall modify the Drawings and Specifications as necessary to bring the Construction Cost within the fixed limit. The providing of this service shall be the

limit of the ARCHITECT'S responsibility in this regard, and having done so, the ARCHITECT shall be entitled to his fees in accordance with this Agreement.

- 3.11 If an award of Construction Contract is delayed more than four months following the completion of Contract Documents, the ARCHITECT shall be permitted to revise the estimates in accordance with recognized published changes in Construction Costs.

#### **ARTICLE IV, REIMBURSABLE EXPENSES**

- 4.1 Reimbursable Expenses are in addition to the Fees for Basic and Additional Services including actual expenditures made by the ARCHITECT, his employees, or his consultants in the interest of the Work and will be paid for upon prior approval by the Director of Facilities and upon submittal of cost backup data justifying the need for the reimbursable expenses at cost plus ten percent.
- 4.2 If authorized in advance by the OWNER, the expenses of overtime work requiring higher than regular rates; perspectives or models for the OWNER'S use; fees of special consultants for other than the normal architectural services; and reproduction costs exceeding six (6) complete sets of Construction Documents.

#### **ARTICLE V, PERIOD OF SERVICE**

- 5.1 Unless sooner terminated, as provided in Article IX, this Agreement shall remain in force for a period which may reasonably be required for the design, award of Contracts and construction of each Project initiated by annual anniversary, including extra work and any required extension thereto.
- 5.2 This Agreement may be renewed at the OWNER's option annually, for three additional one year periods. Hourly rates may be adjusted if both parties agree.

#### **ARTICLE VI, PAYMENTS TO ARCHITECT**

- 6.1 Payments for services of the ARCHITECT shall be made monthly upon presentation of a detailed invoice. Invoices shall be submitted in detail sufficient for a proper pre-audit and post-audit.
- 6.2 Payments for Additional Services of the ARCHITECT as defined under Additional Services and Reimbursable Expenses as defined under Reimbursable Expenses shall be made monthly upon presentation of the ARCHITECT'S statement of services rendered.
- 6.3 No deductions shall be made from the ARCHITECT'S compensation on account of penalty, liquidated damages, or other sums withheld from payments to Contractors.
- 6.4 If the Project is suspended for more than three months or abandoned in whole or in part, the ARCHITECT shall be paid his fees for Services performed prior to receipt of written notice from the OWNER of such suspension or abandonment, together with Reimbursable Expenses then due and all terminal expenses resulting from such suspension or abandonment.

## **ARTICLE VII, ARCHITECT'S ACCOUNTING RECORDS**

- 7.2 Records of the ARCHITECT'S Direct Personnel, Consultant and Reimbursable Expenses pertaining to the Work, and records of accounts between the OWNER and Contractor, shall be kept available to the OWNER or his authorized representative at mutually convenient times.

## **ARTICLE VIII, ARCHITECT'S PROFESSIONAL LIABILITY**

- 8.1 The ARCHITECT must maintain a minimum of the estimated size of the assigned project up to \$1,000,000.00 coverage in professional liability.

## **ARTICLE IX, TERMINATION OF AGREEMENT**

- 9.1 This Agreement may be terminated by either party upon seven days' written notice, should the other party fail substantially to perform in accordance with its terms through no fault of the other. In the event of termination due to the fault of others than the ARCHITECT, the ARCHITECT shall be paid his Fees for Services performed to termination date, including Reimbursable Expenses then due and all terminal expenses.

## **ARTICLE X, OWNERSHIP OF DOCUMENTS**

- 10.1 All Drawings and Specifications are and shall remain the property of the OWNER whether the Project for which they are made is executed or not. They may be used by the OWNER on other projects, or extension to this Project without further agreement by or further compensation of reproducible record prints of drawings and other documents or, if requested by the OWNER, the ARCHITECT shall deliver to the OWNER the original tracings, but in such event the OWNER, at its own expense, shall furnish the ARCHITECT with a set of reproducible record prints thereof. The OWNER, to the fullest extent permitted by law, will indemnify and hold harmless the ARCHITECT from any claim, liability, or cost arising out of any reuse or modification of the Construction Documents by the client or any entity that acquires the documents without the written consent of the ARCHITECT.

## **ARTICLE XI, SUCCESSORS AND ASSIGNS**

- 11.1 The OWNER and the ARCHITECT each binds himself, his partners, successors, assigns and legal representatives to the other party to this Agreement and to the partners, successors, assigns and legal representatives of such other party with respect to all covenants of this Agreement. Neither the OWNER nor the ARCHITECT shall assign, sublet or transfer his interest in this Agreement without the written consent of the other.

## **ARTICLE XII, SPECIAL PROVISIONS**

- 12.1 It shall be the responsibility of the ARCHITECT to fully inform the OWNER of the progress of the Planning and Design. To this end the ARCHITECT shall furnish the OWNER with a complete and descriptive Status Report and a Forecasted Completion Schedule at the end of each month following the receipt of the signed Contract Document.

## **ARTICLE XIII, ARBITRATION**

- 13.1 Notwithstanding any provision to the contrary neither party to this Agreement shall be required to submit to arbitration any claim, dispute or other matter arising out of or relating to this Agreement, its performance or the project. Both parties will attempt non-binding mediation prior to any other legal alternative to dispute resolution.

## **ARTICLE XIV, EXTENT OF AGREEMENT**

- 14.1 This Agreement represents the entire and integrated Agreement between the OWNER and the ARCHITECT and supersedes all prior negotiations, representations or agreements, either written or oral. This Agreement may be amended only by written instrument signed by the OWNER and ARCHITECT.

## **ARTICLE XV, PROHIBITION AGAINST CONTINGENT FEES**

- 15.1 The ARCHITECT warrants that he has not employed or retained any company or person, other than a bona fide employee working solely for the ARCHITECT to solicit or secure this agreement and that he has not paid or agreed to pay any person, company, corporation, individual, or firm, other than a bona fide employee working solely for the ARCHITECT any fee, commission, percentage, gift, or other consideration contingent upon or resulting from the award or making of this agreement.

## **ARTICLE XVI, APPLICABLE LAW**

- 16.1 This Agreement shall be construed, enforced and governed by the laws of the State of Florida.

**IN WITNESS WHEREOF**, they have executed this Agreement on the day and year first above written.

**GILCHRIST COUNTY SCHOOL DISTRICT**

\_\_\_\_\_  
**DISTRICT SUPERINTENDENT**

**JRA ARCHITECTS, INC.**

  
\_\_\_\_\_  
**SENIOR VICE-PRESIDENT**

Board Agenda Date: \_\_\_\_\_

Item No: \_\_\_\_\_

SHORT FORM AGREEMENT #1  
BETWEEN  
CONSULTING ARCHITECT/ENGINEER  
AND  
GILCHRIST COUNTY SCHOOL DISTRICT

This SHORT FORM AGREEMENT further delineates the services referenced in the current MASTER AGREEMENT between the CONSULTING ARCHITECT ENGINEER and GILCHRIST COUNTY SCHOOL DISTRICT and hereby incorporates all terms and conditions of the MASTER AGREEMENT.

School Board Project Name & Location	Architect/Engineer Name & Address
<i>Gilchrist County School District</i>	<i>JRA Architects, Inc.</i>
<i>Historic Gym Improvements</i>	<i>2551 Blairstone Pines Dr.</i>
<i>Trenton Elementary School</i>	<i>Tallahassee, Florida 32301</i>
<i>Trenton, FL 32328</i>	
Budget: \$350,000	Architectural/Engineering Fee: \$8,500

The Consulting Architect/Engineer hereby agrees to provide the following services:

*Architectural, Structural, and Hazardous Materials Study.*

The Owner shall compensate the Consulting A/E as follows:

\_\_\_\_\_ 3.0 x Direct Personnel Expense: principles at \$\_\_\_\_\_ per hour with no multiple  
\_\_\_\_\_ Percent of Project Cost  
\_\_\_\_\_ Other: (e.g., Flat fee, lump sum, etc.): See attached proposal

Approvals:

Architect/Engineer

Date:

*4-15-15*

School Board Attorney

Date:

Owner

Date:



Board Agenda Date: \_\_\_\_\_

Item No: \_\_\_\_\_

SHORT FORM AGREEMENT #2  
BETWEEN  
CONSULTING ARCHITECT/ENGINEER  
AND  
GILCHRIST COUNTY SCHOOL DISTRICT

This SHORT FORM AGREEMENT further delineates the services referenced in the current MASTER AGREEMENT between the CONSULTING ARCHITECT ENGINEER and GILCHRIST COUNTY SCHOOL DISTRICT and hereby incorporates all terms and conditions of the MASTER AGREEMENT.

School Board Project Name & Location	Architect/Engineer Name & Address
<i>Gilchrist County School District</i>	<i>JRA Architects, Inc.</i>
<i>Historic Gym Improvements</i>	<i>2551 Blairstone Pines Dr.</i>
<i>Trenton Elementary School</i>	<i>Tallahassee, Florida 32301</i>
<i>Trenton, FL 32328</i>	
Budget: \$350,000	Architectural/Engineering Fee: \$29,000

The Consulting Architect/Engineer hereby agrees to provide the following services:

*Architectural, Structural, Electrical, Mechanical, Plumbing and Civil: Design, Bidding, Construction, Administration services for the construction of a multipurpose building. Also included in this agreement are surveying and permitting.*

The Owner shall compensate the Consulting A/E as follows:

\_\_\_\_\_ 3.0 x Direct Personnel Expense: principles at \$\_\_\_\_\_ per hour with no multiple  
\_\_\_\_\_ Percent of Project Cost  
\_\_\_\_\_ Other: (e.g., Flat fee, lump sum, etc.): See attached proposal

**Payment Schedule:**

Design Documents	75%	\$14,250
Bidding	5%	\$ 950
Construction Administration	20%	\$ 3,800
Subtotal		\$19,000
Alternate Design	100%	\$10,000 (Requires Separate NTP)
Total Fee		\$29,000

Approvals:

Architect/Engineer

Date:

*4.15.15*

School Board Attorney

Date:

Owner

Date:



# GILCHRIST COUNTY SCHOOLS – Approved Courses for 2015-2016

Name: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Phone: \_\_\_\_\_ Career Tech/Academy Program: \_\_\_\_\_

ENGLISH	FINE ARTS/PF/MUSIC	PRACT ARTS/AGRICULTURE	TEACHER CADET /ACE
1001310 English I	1302300 Band I	8106810 Ag Foundation I	8909030 Teacher Assist 3
1001340 English II	1302310 Band II	8106820 Ag Tech I	8909040 Teacher Assist 4
1001370 English III	1302320 Band III	8106830 Ag Tech II	<b>PF/DRAMA</b>
1001400 English IV	1302330 Band IV	8005110 Tech. Ag Operations 2	0400300 Intro to Drama
ENC1101 Freshman Comp	1302340 Band V	8005120 Tech. Ag Operations 3	<b>REQUIRED ELECTIVES</b>
ENC1102 Freshman Comp	1302460 Instrumental Ens.	8106850 Ag Biotechnology 2	1506320 Hope – PE
8600670 English Tech II	1305300 Eurhythmics I	8106860 Ag Biotechnology 3	1501300 Personal Fitness
8601770 English Tech III	1305310 Eurhythmics II	8100100 Ag Ed Direct	
		8100330 Adv. Concepts in Agrisc.	
		8100410 Ag Bus Coop	<b>JOURNALISM</b>
<b>MATHEMATICS</b>	<b>FOREIGN LANGUAGE</b>		1006300 Journalism I
1200310 Algebra I	0708340 Spanish I		1006310 Journalism II
1200315 Algebra I for Credit Recovery	0708350 Spanish II	<b>PRAC ARTS/BUSINESS</b>	1006320 Journalism III
1200330 Algebra II	<b>JROTC</b>	8209020 Comput. for Coll. & Car.	1006330 Journalism IV
1200370 Algebra IA	1801300 Lead Ed I	8212110 Admin Off 1	<b>RESEARCH</b>
1200380 Algebra IB	1801310 Lead Ed II	8212120 Bus Software 1	1700370 Critical Think
1201300 Math Analysis	1801320 Lead Ed III	8209510 Digital Des 1	<b>COLLEGE READINESS</b>
1202340 Precalculus	1801330 Lead Ed IV	8200100 Bus Direct Study	1200410 Math for College Success
1202300 Calculus	0500500 Per Car Sc I	8200410 Bus Coop Ed	1001405 English IV: College Prep
1206310 Geometry	0500510 Per Car Sc II		
1206315 Geometry for Credit Recovery	0500520 Per Car Sc III		<b>PHYSICAL ED</b>
1208300 Liberal Arts Math	0500530 Per Car Sc IV	<b>CRIMINAL JUSTICE</b>	1501340 Weight Training I
1211300 Trigonometry	2400300 Lead Skills Dev	8918010 Criminal Just Op 1	1501350 Weight Training II
1206330 Analy Geometry	2400310 Lead Tech	8918020 Criminal Just Op 2	1501360 Weight Training III
MAC 1105 College Algebra	<b>HEALTH</b>	8918030 Criminal Just Op 3	1502410 Individual/Dual Sprt 1
MAT 1033 Intermediate Algebra	8400320 Medical Skills & Serv	8918040 Criminal Just Op 4	1502420 Individual/Dual Sprt 2
MAC 1114 Trigonometry	8417100 Health Science A & P	<b>PRAC ARTS /DRAFTING</b>	1503350 Team Sports 1
MAC 1140 Precalculus	8417110 Health Science Foun	8725010 Drafting I	1503360 Team Sports 2
<b>SCIENCE</b>	8417131 Allied Health 3	8725020 Drafting II	
2001310 Earth Space	8417171 EMR 3	8725030 Drafting III	<b>DUAL ENROLLMENT</b>
2000310 Biology I	8417211 Nurse Assist 3	8725040 Drafting IV	AMH 2010 US History Since 1865
2000315 Biology for Credit Recovery	8400100 HOE Directed Study	8700100 Indus Directed Study	AMH 2020 US History Since 1865
2000330 Biology II	8400410 Health Coop	8700400 Indus Coop Ed	SLS1501 The College Experience
2002420 Integrated Science II	<b>DRIVER'S EDUCATION</b>	<b>PRACT ARTS/ENGINEERING TECH</b>	REL2210 Religion
2003340 Chemistry I	1900300 Driver's Ed	8601770 Engineering Tech III	REL2246 Religion
2003380 Physics	<b>DIRECTED STUDY</b>	8401110 App. Engineering Tech I	SPC 2608 Public Speaking
2001380 AP Environmental Science	8900100 Law, PS& Secu	8401120 App. Engineering Tech II	<b>SKILL BUILDING</b>
		8401130 App. Engineering Tech III	1200300 Pre Algebra
<b>SOCIAL STUDIES</b>	<b>IT</b>	8601800 Work-Based Experience	1200400 Intensive Math
2109310 World History	8207310 Intro to IT	<b>PRAC ARTS / CONSTRUCTION</b>	1000410 Intensive Reading
2100310 American History	9003420 Web Technologies	8720310 Building Const. Tech 1	1008300 Reading 1
2106310 American Government	9003430 IT Systems & Apps	8720320 Building Const. Tech 2	1008310 Reading 2
2102335 Economics	9003470 Multi- Media & Tec.	8720330 Building Const. Tech 3	1000410 Intensive Reading
POS1041 American Government		8601800 Work-Based Experience	
<b>FINE ARTS/ART</b>			
0104340 Drawing 1			
0104350 Drawing 2			

## GILCHRIST COUNTY SCHOOLS – Approved Courses for 2015-2016

Additional Dual Enrollment Courses
BOT1000 Principles of Plant Growth
AML2010 American Literature
ANT24210 Anthropology
ARH 2050 Art History
BSC 2085 Anatomy and Phys
BSCC General Biology
BSCL Biology Lab
BUL 2241 Business Law
CGS 1570 Computer App
DEP 2001 Basic Dev Psych
DEP 2004 Human Growth and Dev
ECO 2013 Economics 1
EDF1005 Introduction to Education
EME2040 Teaching W/ED
GLY 1001 Elements of Early
MGF1106 Liberal Arts Math 1
MGF 1107 Liberal Arts Math 2
MUL 1010 Music Appreciation
PHI 2600 Intro to Ethics

**GILCHRIST COUNTY SCHOOLS – Approved Courses for 2015-2016**

PMTC108 Fund. Welding
PSC 1341 Phys Science
PSY 2012 Gen Psych
SPN 1120 Elements of Spanish 1
SPN 1121 Elements of Spanish 2
STA 2023 Statistics
SYG2430 Marriage and Family
WOH2012 World History



## **GILCHRIST COUNTY SCHOOL BOARD**

### **TRIPS APRIL 21, 2015**

#### Trenton Elementary School

1. 1<sup>st</sup> Grade, 108 Students, C. Becker, D. Smithers, L. Lancaster, S. Dejardens, V. Long, A. Allen, C. Petrello, A. Akins, 2 Buses, 8:30 AM to 2:00 PM, Funding Source – Parents, to Florida Museum of Natural History in Gainesville, May 11, 2015

#### Bell Middle/High School

1. HOSA, 7 Students, R. Thomas, L. Rowe, 1 Bus, Depart March 26, 2015 at 8:00 AM, Return March 29, 2015 at 10:00 AM, Funding Source – BHS; to State HOSA Convention in Orlando





Gilchrist County School District

APPLICATION FOR  
OUT OF COUNTY STUDENT TRANSFER

County of Residence: Dixie

Date of Request: \_\_\_\_\_

Student's Name: Kylee Langford

Grade Level: 8

Previous School Attended: Ruth Rains Middle School

Address: 981 SE 351 Hwy  
Cross City, FL 32628

Parent/Guardian: Amanda & Josh Langford

Phone: (352) 578-5924

Address: 687 NE 151<sup>st</sup> AVE  
Old Town FL 32680

Name of Gilchrist County School You Wish to Attend: Trenton High School

Reason for Request: To receive a better education & family attends Trenton

ACKNOWLEDGMENT

The parent of the above named student acknowledges and understands that transportation of the student shall be provided by the parent. The out of county student may ride Gilchrist County school buses **PROVIDED** the student boards at an approved bus stop and the bus is not overcrowded.

The parent acknowledges that attendance of an out of county student in Gilchrist County is a **PRIVILEGE, NOT A RIGHT**. The parent further acknowledges that the above named student may, if approved, attend Gilchrist County Schools **PROVIDED** the student remains in "good standing" at that school. If the student exhibits disciplinary problems, the student's attendance privilege may be **IMMEDIATELY REVOKED**.

The granting of one year's attendance does not guarantee any future year's attendance in the Gilchrist County School District. Consideration for continued attendance for following years shall be determined at the end of each current school year. Factors for consideration by the School District include, but are not limited to, demands on School District resources, student population, and the student's behavior and attendance record.

Amanda Langford  
Signature of Parent/Guardian

Kylee Langford  
Signature of Student

\_\_\_\_\_  
Signature of Superintendent/Designee

Date Approved by Board: \_\_\_\_\_

**GCSD SUPPLEMENTS**

<b>Last Name</b>	<b>First</b>	<b>Middle</b>	<b>Supplement</b>	<b>Contract Amount</b>
FRYE	BRYANT		SP202 Basketball Head Varsity-Girls	3,500.00



Gilchrist County School District

Board Approval Date \_\_\_\_\_

## Resignation/ Retirement/DROP Termination

I Ashley C. Hines wish to tender my resignation  
as instructional aide from T.E.S.  
position school/center

Reason for Leaving ☒ Resignation ☐ Retirement ☐ End of DROP

My last working day is/was April 23, 2015

OR

My Retirement or End of DROP date is: \_\_\_\_\_

I would like my unused sick leave to be: ☒ Paid ☐ Transferred to another district

\_\_\_\_\_  
District to Transfer to

Ashley C. Hines 5.17.2015  
Employee Signature Date  
P.O. Box 2002 Trenton, FL 32693  
Address City State Zip

Lynette Langford  
Principal/Supervisor Approval

4/21/15  
Date

[Signature]  
Human Resources

4/21/15  
Date

[Signature]  
Superintendent

4/21/15  
Date