



# SCHOOL BOARD OF LEVY COUNTY

JEFFERY R. EDISON

*Superintendent*

Due to guidelines from the Center for Disease Control intended to limit the spread of the COVID-19 virus, the School Board of Levy County will be accepting public comment on agenda items for upcoming Board meetings as follows:

1. Email [publiccomment@levyk12.org](mailto:publiccomment@levyk12.org). All public comments received at least two (2) hours prior to the scheduled meeting will be provided to Board members in advance of the meeting and shall be posted on the School Board's website along with the minutes of the meeting.
2. Public comments can also be delivered in writing to the District office at 480 Marshburn Drive, Bronson, Florida.
3. The public may also view this meeting through the following live stream: <https://stream.meet.google.com/stream/d1a693fc-5444-48d0-82ee-69034f04c8d8?authuser=0>

CAMERON ASBELL

District 1

CHRIS COWART

District 2

BRAD ETHERIDGE

District 3

PAIGE BROOKINS

District 4

ASHLEY CLEMENZI

District 5

480 Marshburn Dr.  
Bronson, FL 32621-0129

PHONE 352-486-5231  
FAX 352-486-5237

*An Equal  
Opportunity Employer*

## AGENDA

**June 9, 2020**

**5:30 p.m.**

### Executive Session

**A) Recommendation to Return to Community School (1):**

Superintendent

### Regular Session

**6:00 p.m.**

**B) Call to Order, Invocation and Pledge of Allegiance:**

Board Chairman

**C) Adoption of Agenda:**

Board Chairman

**D) Welcome and Public Comments:**

Board Chairman

**E) Request Approval to Advertise to Adopt/Amend School Board Policies:**

John R. Lott, Jr.

2.091 Parent Family Involvement  
4.141 Wellness Policy  
5.021 Homeless Students  
5.025 Educational Stability for Children in Foster Care  
5.19 Educational Records of Pupils and Adult Students  
5.38 Bullying and Harassment  
6.31 Teacher Aides and Volunteers  
2020-2021 Non-Discrimination

**F) 2020-2021 Student Code of Conduct:**

John R. Lott, Jr.

**G) 2020-2021 Dual Enrollment Articulation Agreement with CCF:**

John R. Lott, Jr.

**PERSONS DESIRING TO APPEAL ANY ACTION OF THE BOARD MAY BE REQUIRED BY FLORIDA STATUTES TO PROVIDE A VERBATIM TRANSCRIPT OF SAID ACTION**

*Our mission is to educate all students in a safe environment and  
to graduate them ready for college and career success.*

**G) Award of Bids:**

Brandon Eastman

- Various Categories of Furniture and Equipment
- Liquid Propane

**H) 2020-2025 NEFEC Add-on Endorsement Programs:**

Marla Hiers

**I) Approval of Minutes of the May 26, 2020 Board Meeting:**

Board Chairman

**J) Consent Agenda:**

**1. GENERAL ITEMS:**

- a. Employee Status Changes/Recommendations:
- b. Illness-in-Line-of-Duty Leave Requests:
- c. Military Leave Requests:
- d. Administrative Services:
  1. Contracts and/or Agreements:
- e. Instructional Services:
  1. Contracts and/or Agreements:

**K) Superintendent's Comments / Recommendations:**

**L) Board Comments:**

**Consent Agenda  
June 9, 2020  
6:00 p.m.**

**1. GENERAL ITEMS:**

**a) Employee Status Changes / Recommendations:**

1. **(Board approved 5/26/20) Request** approval of the *revised* 2020-2021 Support Staff Payroll Period Schedule.
2. Dennis Webber, District Coordinator, School Safety and Security, *exiting DROP*, effective November 30, 2020, original hire date November 1, 1989.
3. Raschell McLean, WES Teacher, Fifth Grade, *resignation*, effective June 1, 2020, and *payment* for any unused leave, original hire date, August 6, 2018.
4. Laura Massicotte, WES Health Assistant, *effective* August 3, 2020, *vacancy*.
5. Susan Wyant, WES FNS Worker, *dismissal during probationary period*, effective May 29, 2020, original hire date December 3, 2018.
6. Salinda Wiggins, CES Assistant Principal, *transfer*, BES Assistant Principal, *effective* June 8, 2020, *vacancy*.
7. Timothy McCarthy, BMHS Principal, *resignation for retirement*, effective June 30, 2020, original hire date June 13, 2016.
8. Valerie Boughanem, District Coordinator, ESOL/Testing, *exiting DROP early*, effective January 5, 2021, original hire date February 8, 1988.
9. James Reese, BMHS Teacher Aide, Other Basic, *transfer*, to BES Teacher Aide, Elementary, *effective* August 5, 2020.
10. **Request** approval of two OPS positions in MIS/IT for District Summer Device Management, *up to 80 hours total*, effective June 10 – August 7, 2020.
11. The following personnel recommendations for re-appointment for the 2020-2021 school year.  
Contract Legend: PC = Probationary Contract, AC = Annual Contract, PSC = Professional Services Contract, CC = Continuing Contract, AD = Administrative Contract, PROB = Probationary ESP:

SCHOOL/DEPT	EMPLOYEE NAME	JOB DESCRIPTION	HIRE DATE	Contract 20-21
BES	Hassell, Amber	Clerk, Media	2/17/2016	
BES	Curnell, LeShea	Health Assistant	12/1/2015	
BES	Carswell, Savannah	Custodian	4/22/2019	Prob
BES	Lee, Valerie	Custodian	7/29/2015	
BES	McKay, Ta'Bashi	Custodian	12/3/2019	Prob
BES	Parker Jr., Quinton Q.	Custodian	3/21/2014	
BES	Tindale, Jeffery	Custodian	2/28/2017	

BES	Steinbacher, Sara	Data Entry Clerk	6/3/2019	Prob
BES	Watson, Stephanie	Head Custodian	3/17/2003	
BES	Scott, William	Instructional Dean	8/6/2018	AC
BES	O'Neal, Pamela D.	Lab Assistant	8/8/2002	
BES	Woodley, Edith M.	Lab Manager	8/14/1995	
BES	Owens-Myer, Donna	School Nurse, (LPN)	11/21/2019	Prob
BES	Scharnagl, Deana R.	Secretary, 10 Month	3/19/1997	
BES	Godkin, Tonya J.	Secretary, 12 Month	4/2/2001	
BES	Surles, Selina R.	Secretary, Confidential	8/7/2003	
BES	Crawford, Sheila	Teacher Aide, ESE	2/8/2006	
BES	Franz, Judith	Teacher Aide, ESE	8/20/2006	
BES	Johnson, Marilyn L.	Teacher Aide, ESE	8/8/2002	
BES	Mahoney, Catherine M.	Teacher Aide, ESE	11/12/2014	
BES	Rice, Nora	Teacher Aide, ESE	1/31/2019	Prob
BES	Nix, Mercedes	Teacher Aide, ESOL	9/3/2010	
BES	Van Dyk, Emily	Teacher Aide, ESOL	2/19/2020	Prob
BES	Rodgers, India	Teacher Aide, PK-ESE	8/7/2018	
BES	Biddle, Wendy	Teacher Aide, PK-Lead	8/5/2019	Prob
BES	Royer, LeeAnn	Teacher Aide, PK-Lead	8/5/2019	Prob
BES	Clevinger, Pamela	Teacher Aide, Pre-K	8/26/2019	Prob
BES	Parker, Tonya A.	Teacher Aide, Pre-K	10/4/1995	
BES	Parnell, Toni	Teacher Aide, Title 1	8/7/2018	
BES	Latham, Tyler	Teacher, Art	8/3/2017	AC
BES	Koon, Haley	Teacher, Combination-E	4/6/2018	AC
BES	Stephenson, Rhonda M.	Teacher, ESE	10/10/2005	PSC
BES	Dean, Zoe	Teacher, ESE, K-2 Resource	8/6/2018	AC
BES	Whiteacre, Julie	Teacher, ESE-Students with Disabilities	8/5/2019	AC
BES	Pelt, Crystal	Teacher, Fifth	8/1/2006	PSC
BES	Pomeroy, Kristen	Teacher, Fifth	8/1/2006	PSC
BES	Valentine, Candace D.	Teacher, Fifth	8/19/2015	AC
BES	Falls, Amanda	Teacher, First	9/11/2017	AC
BES	Fries, Rebecca J.	Teacher, First	8/3/2004	PSC
BES	Pitts, Ashley	Teacher, First	8/3/2017	AC
BES	Abrahantes, Kimberly	Teacher, Fourth	10/9/2017	AC
BES	Brooks, Jennifer L.	Teacher, Fourth	8/3/2000	PSC
BES	Langford, Sharlecia	Teacher, Fourth	3/21/2014	AC
BES	Trimm, Julie April	Teacher, Fourth	8/3/2004	PSC
BES	Hart, Ahsley	Teacher, Gifted	2/24/2020	PC
BES	Bowman, Tina	Teacher, Guidance Counselor	2/10/2015	AC
BES	Arambula, Angela	Teacher, KG	8/3/2016	AC
BES	Harris, Stephanie	Teacher, KG	8/5/2019	AC
BES	McSwain, Stephanie	Teacher, KG	8/5/2019	AC
BES	Latham, Kody	Teacher, PE	8/28/2018	AC
BES	Mikell, Catherine E.	Teacher, PE	8/15/1974	AC



BES	Allen, Delaney	Teacher, Second	8/6/2018	AC
BES	Burney, Hunter	Teacher, Second	8/5/2019	AC
BES	Garner, Rhonda	Teacher, Second	8/3/2017	AC
BES	Romagnolo, Robin	Teacher, Second	10/12/2015	AC
BES	Carson, Melody	Teacher, Third	8/6/2002	PSC
BES	Downing, Kailey	Teacher, Third	3/5/2018	AC
BES	Heredia, Angela	Teacher, Third	8/5/2019	AC
BES	Turner(Langford), Cassandra	Teacher, Third	8/17/2009	AC
BES	Moyers, Elsie	Teacher, Title 1-E	2/18/2020	PC
BES	Chemin, Melinda	Teacher, Reading Coach	8/11/2008	PSC
SCHOOL/DEPT	EMPLOYEE NAME	JOB DESCRIPTION	HIRE DATE	Contract 20-21
BMHS	Young, Tina	Bookkeeper	8/12/1997	
BMHS	Joiner, Daniel	Custodian	8/13/2018	Prob
BMHS	Schuler, Shirley T.	Custodian	8/12/1982	
BMHS	Sweet, Rita	Custodian	8/7/2017	
BMHS	Williams, Maude	Custodian	2/6/2008	
BMHS	Williams, Myra	Custodian	7/25/2016	
BMHS	Rowe, Brenda	Data Entry Clerk	7/8/2019	Prob
BMHS	Thomas, Jesse K.	Head Custodian	8/7/1989	
BMHS	Miller, John	Instructional Dean	8/3/2017	AC
BMHS	Whittington, Lindsey	Instructional Dean	8/6/2018	AC
BMHS	Shouse, James D	Lab Manager	2/10/2016	
BMHS	Leffert, Theresa M.	Secretary, 10 Month	8/12/2008	
BMHS	Long, Sheila K.	Secretary, 12 Month	8/27/1998	
BMHS	Myers, Shawn	Secretary, Confidential	9/17/2015	
BMHS	Goedeck, Jennifer J.	Teacher Aide, ESE	8/23/1999	
BMHS	Leffert, Stacie Y.	Teacher Aide, ESE	8/20/2015	
BMHS	Sanchez, Amber	Teacher Aide, ESE	8/7/2019	Prob
BMHS	Thomas, Rodney	Teacher Aide, ESE	10/8/2018	Prob
BMHS	Watson, Ruby M.	Teacher Aide, ESE	9/1/1993	
BMHS	Wilson, Amy	Teacher Aide, ESE	10/9/2017	
BMHS	Shaffner, Marie	Teacher Aide, ESOL	8/4/2018	
BMHS	Gaudette, Brian	Teacher Aide, Other	10/8/2018	Prob
BMHS	Ranalli, Casey	Teacher Aide, Other	2/19/2019	Prob
BMHS	Riddle, Thomas	Teacher Aide, Other	8/8/2018	
BMHS	Smith, Marcia A.	Teacher, Agriculture	8/10/1994	PSC
BMHS	Wilson, Michael	Teacher, Business Ed	8/10/2017	AC
BMHS	Varnes, Kelly O.	Teacher, CDE	8/13/2007	PSC
BMHS	Collins, Teresa H.	Teacher, ESE	1/6/2004	PSC
BMHS	Hood, Rebecca	Teacher, ESE	8/5/2019	AC
BMHS	Nelson, Laura	Teacher, Foreign Lang-SH	8/6/2018	AC
BMHS	Foshee, Genny	Teacher, Guidance Counselor	3/15/2010	AC

BMHS	Myers, Brian	Teacher, Ind. Ed.- Building/Construction	11/14/2018	AC
BMHS	Irizarry, Melody	Teacher, LA-M/J	8/2/2005	PSC
BMHS	Osteen, Caryl	Teacher, LA-M/J	8/2/2005	PSC
BMHS	Boggs, Amanda	Teacher, LA-S/H	10/14/2019	AC
BMHS	Garrison, Robin	Teacher, LA-S/H	1/7/2020	PC
BMHS	Harrell, Matthew	Teacher, LA-S/H	9/12/2018	AC
BMHS	Schuler, Sherrie	Teacher, LA-S/H	8/11/1997	PSC
BMHS	Benge, Carol	Teacher, Math-M/J	7/24/2008	PSC
BMHS	Guptill, Justina	Teacher, Math-M/J	8/6/2018	AC
BMHS	Murphy, Trevor	Teacher, Math-M/J	8/6/2018	AC
BMHS	Packwood, Annette	Teacher, Math-S/H	8/9/2018	AC
BMHS	Putnam, Cindy B.	Teacher, Math-SH	8/14/2000	PSC
BMHS	Barber, Michelle	Teacher, Music	8/17/2009	AC
BMHS	Holley, Russell	Teacher, PE-M/J	8/5/2019	AC
BMHS	Beauchamp, Judy B.	Teacher, PE-S/H	9/1/1987	PSC
BMHS	Welch, Karen	Teacher, Reading Coach-S/H	1/31/2018	AC
BMHS	Barber, Kelby	Teacher, Science-M/J & AG	9/4/2018	AC
BMHS	Garrear-Jones, Carolyn	Teacher, Science-M/J	2/18/2020	PC
BMHS	Kussel, Collete	Teacher, Science-S/H	2/5/2019	AC
BMHS	Sandefur, Olivia	Teacher, Science-SH	8/6/2018	AC
BMHS	Vascellaro, Nickolas	Teacher, SS-M/J	8/3/2017	AC
BMHS	Williams, Nancy D.	Teacher, SS-M/J	8/3/2004	PSC
BMHS	Jones, Kevin	Teacher, SS-S/H	8/3/2020	PC
BMHS	Bussey, Whitney	TSA, Blended Learning-ELA	1/6/2020	AC
BMHS	Thornton, Nicole	TSA, Guidance	8/13/2018	AC
SCHOOL/DEPT	EMPLOYEE NAME	JOB DESCRIPTION	HIRE DATE	Contract 20-21
CES	Stalvey, Mary J.	Clerk Type Media	8/4/2000	
CES	Gilliam, Abbie M.	Clerk, Typist	8/7/2003	
CES	Tindale, Loretta R.	Health Assistant	8/6/1999	
CES	Arquino, Rosesanie	Custodian	8/10/2017	
CES	Nichols, Kristine	Custodian	11/7/2007	
CES	Roberson Jr., William E.	Custodian	10/29/2013	
CES	Sherman, Cassandra	Custodian	2/7/2018	
CES	Underwood, Justin W.	Custodian	10/12/2012	
CES	Fisher, Avie	Data Entry Clerk	5/6/2013	
CES	Gonzales, Alex Salas	Head Custodian	2/12/2013	
CES	Mitchell, Aimee S.	Instructional Dean	8/6/2002	PSC
CES	Williams, Diana	Lab Manager	8/8/2016	
CES	Holstein, Teresa A.	Secretary, 12 month	6/29/1998	
CES	Whistler, Brenda J	Secretary, Confidential	6/30/2008	
CES	Bell, Leaudary	Teacher Aide, Elem	2/16/2012	
CES	Anderson, Amy	Teacher Aide, ESE	9/1/2015	

CES	Armstrong, Jennifer	Teacher Aide, ESE	9/17/2018	Prob
CES	Fries, Sarah M.	Teacher Aide, ESE	11/9/1994	
CES	Lowe, Malorie	Teacher Aide, ESE	9/17/2018	Prob
CES	Schonborn, Stephanie	Teacher Aide, ESE	10/2/2018	Prob
CES	Smith, Elizabeth E.	Teacher Aide, ESE	10/1/2012	
CES	Weatherford, Wayne	Teacher Aide, ESE	10/6/2016	
CES	Davis, Miriam	Teacher Aide, ESOL	8/19/2010	
CES	Tindall, Cheryl	Teacher Aide, Other	8/14/2014	
CES	Bass, Sherry	Teacher Aide, Pre-K	1/8/2020	Prob
CES	Jernigan, Laverne	Teacher Aide, PK-Lead	8/3/2016	
CES	Quincey, Melanie D.	Teacher Aide, PK-Lead	8/14/2007	
CES	Godwin, Catherine	Teacher Aide, PK-Lead	8/14/1995	
CES	Beauchamp, Rhonda J.	Teacher Aide, Pre-K	9/8/2008	
CES	Hinote, Janet	Teacher Aide, Pre-K	8/7/2007	
CES	Stancil, Susan	Teacher Aide, Pre-K	10/21/2009	
CES	Wasson, Hannah	Teacher Aide, Pre-K	8/22/2016	
CES	Loomis, Dale	Teacher Aide, Title 1	9/6/2011	
CES	Osteen, Lynda	Teacher Aide, Title 1	8/7/2018	
CES	Sheffield, Pamela F.	Teacher Aide, Title 1	8/4/2000	
CES	Stinnette, Leslie	Teacher Aide, Title 1	8/7/2019	Prob
CES	Manansala, Debroah L.	Teacher, Art	8/31/1994	PSC
CES	Jones, Christy M.	Teacher, ESE	8/17/2009	AC
CES	Mickle, Thelma	Teacher, ESE	8/3/2016	AC
CES	Roberts, Regena	Teacher, ESE	8/5/2019	AC
CES	Walker, Kimberly	Teacher, ESE	1/6/2020	AC
CES	Fisher, Samara E.	Teacher, Fifth	8/3/2004	PSC
CES	Green, Celeste	Teacher, Fifth	8/3/2016	AC
CES	Rogers, April	Teacher, Fifth	8/2/2000	PSC
CES	Warren, Bonnie	Teacher, Fifth	8/5/2019	AC
CES	Weatherford, Lena	Teacher, Fifth	8/14/1989	PSC
CES	Agnoli, Ashley R.	Teacher, First	8/11/2008	PSC
CES	Cothron, Kasidy	Teacher, First	8/6/2018	AC
CES	Mayo, Bethany	Teacher, First	8/17/2012	AC
CES	Sache, Morgan	Teacher, First	8/6/2018	AC
CES	Townsend, Tonya	Teacher, First	1/4/2005	PSC
CES	Wright, Jessica	Teacher, First	8/5/2019	AC
CES	Andrews, Charlotte M.	Teacher, Fourth	8/10/1988	PSC
CES	Aracena, Celeste	Teacher, Fourth	1/4/2005	PSC
CES	Baxter, Lisa	Teacher, Fourth	8/11/2008	PSC
CES	Timney, Kendra	Teacher, Fourth	8/5/2019	AC
CES	Watkins, Aimee M	Teacher, Fourth	1/20/2006	PSC
CES	Barron, Michelle	Teacher, Guidance Counselor	8/17/2009	AC
CES	Bailey, Karen	Teacher, KG	1/2/2018	AC
CES	Garrow, Heather	Teacher, KG	8/6/2018	AC

CES	Smead, Donna	Teacher, KG	1/8/2020	PC
CES	Villanueva, Jacquelyn	Teacher, KG	8/6/2018	AC
CES	Wilson, Kelli	Teacher, KG	8/3/2017	AC
CES	Simpson, Pamela Roxanne	Teacher, Music	8/6/2002	PSC
CES	Mills, Tevin	Teacher, PE	8/11/2014	AC
CES	Spina, Kaylee	Teacher, PE	8/3/2017	AC
CES	Beauchamp, Randi C.	Teacher, Reading Coach	8/13/2007	PSC
CES	Rawlins, Heather	Teacher, Reading Coach	8/6/2018	AC
CES	Griffin, Georgia F.	Teacher, Second	8/4/1999	PSC
CES	Hardee, Dorie	Teacher, Second	8/12/2013	AC
CES	Hatch, Pamela J.	Teacher, Second	8/14/1989	PSC
CES	McElroy, Sherry L.	Teacher, Second	8/12/1992	AC
CES	Reidy, Kamala	Teacher, Second	8/3/2004	PSC
CES	Roberson, Stacey	Teacher, Second	1/7/2019	AC
CES	Biehl, Lisa	Teacher, Third	5/16/2014	AC
CES	Boyd, Erin	Teacher, Third	8/19/2015	AC
CES	Lloyd, Rebecca B.	Teacher, Third	8/4/1999	PSC
CES	Nash, Deborah	Teacher, Third	8/5/2019	AC
CES	Snyder, Megan	Teacher, Third	8/19/2015	AC
CES	Thomas, Lori A.	Teacher, Third	8/3/2001	PSC
SCHOOL/DEPT	EMPLOYEE NAME	JOB DESCRIPTION	HIRE DATE	Contract 20-21
CKS	Brinkman, Shani	Bookkeeper	7/30/2018	Prob
CKS	Murphy, Kimberly	Custodian	2/20/2018	
CKS	Polk, Kathy A.	Custodian	8/27/1997	
CKS	McCain, Jennifer	Data Entry Clerk	8/8/2016	
CKS	Sharp, Shari R.	Head Custodian	8/14/2000	
CKS	Champagne, Aimee	Health Assistant	8/7/2019	Prob
CKS	Webb, Jeffrey	Instructional/Dean	11/4/2019	AC
CKS	Smith, Lisa	Media Clerk	8/16/2007	
CKS	Yearty, Charlotte W.	Secretary, Confidential	8/20/1990	
CKS	Brown, Jennifer E.	Teacher Aide, Elem	8/16/2012	
CKS	Campbell-Rains, Evelyn	Teacher Aide, ESE	8/15/2018	
CKS	Rogers, Yvonne	Teacher Aide, ESE	9/22/2003	
CKS	Ryan, Amber N.	Teacher Aide, PK-Lead	8/3/2017	
CKS	Sloan, Jessica	Teacher, Business Ed	8/12/2013	AC
CKS	Keene, Holly H.	Teacher, ESE	8/5/2003	PSC
CKS	Sigmon, Rebecca	Teacher, ESE	8/19/2015	AC
CKS	Andrews, Kearston	Teacher, Fifth	8/9/2019	AC
CKS	Shewey, Patricia H.	Teacher, First	8/12/1992	PSC
CKS	Hudson Lane, Jennie L.	Teacher, Guidance Counselor	8/23/2004	PSC
CKS	McCain, Kathy J.	Teacher, KG	8/11/2008	PSC
CKS	Crosby, Jessica	Teacher, LA-M/J	8/5/2019	AC

CKS	Adams, Lauren J.	Teacher, LA-S/H	8/16/2010	AC
CKS	Gill, Nicole	Teacher, Math-M/J	9/6/2019	AC
CKS	DeHaven, Marissa A.	Teacher, Math-S/H	8/19/2015	AC
CKS	Pharis, Cynthia	Teacher, Music	8/5/2019	AC
CKS	Campbell, Linda	Teacher, Reading Coach	8/6/2018	AC
CKS	Wetherington, Rachel K.	Teacher, Science-M/J	8/19/2015	AC
CKS	Powers, Raymond D.	Teacher, Science-S/H & M/J	8/10/1988	PSC
CKS	Cato, Lenita	Teacher, Second	8/17/2009	AC
CKS	Voyles, Karen	Teacher, SS-M/J	8/16/2015	AC
CKS	Davis, Hilary	Teacher, SS-S/H	8/6/2018	AC
CKS	Bailey, Penny R.	Teacher, Third	8/17/2009	AC
CKS	Harvey, David	TSA, Blended Learning- Science	9/5/2018	AC
SCHOOL/DEPT	EMPLOYEE NAME	JOB DESCRIPTION	HIRE DATE	Contract 20-21
CMHS	Palmer, Amy	Bookkeeper, School	4/15/2019	Prob
CMHS	Brown, Linda	Custodian	8/18/1997	
CMHS	Hastings, Sylvia	Custodian	3/18/2019	Prob
CMHS	Hathcox, Alesia "Joan"	Custodian	9/19/2014	
CMHS	Keene, Rusty	Custodian	10/9/2019	Prob
CMHS	Moore, Brian	Custodian	8/16/2019	Prob
CMHS	Barker, Lori A.	Data Entry Clerk	7/1/2002	
CMHS	Tiner, Letha A.	Data Entry Clerk	1/20/2012	
CMHS	Bartley, Ronnie	Head Custodian	4/6/2006	
CMHS	Freeman, Cynthia	Head Custodian	1/3/2006	
CMHS	Gore, Adam	Instructional Dean	1/7/2013	AC
CMHS	Palmer, John	Instructional Dean	3/11/2019	AC
CMHS	Crews, Patricia	Media Clerk	11/12/2013	
CMHS	Meeks, Joy	Secretary, 10 month	8/20/2014	
CMHS	Brock, Donna M.	Secretary, Confidential	1/4/1999	
CMHS	Jones, Linda S.	Secretary, Confidential	8/6/1999	
CMHS	Barrand, Jeanna	Teacher Aide, ESE	10/21/2019	Prob
CMHS	Bryant, Kimberly	Teacher Aide, ESE	12/3/2018	Prob
CMHS	Cannon, Tara Lynn	Teacher Aide, ESE	8/24/2017	
CMHS	Gillen, Sylvia	Teacher Aide, ESE	8/8/2018	
CMHS	Martin, Theresa	Teacher Aide, ESE	4/14/2015	
CMHS	Quincey, Rita K	Teacher Aide, ESE	8/14/2014	
CMHS	Schofill, Ronald	Teacher Aide, ESE	11/12/2019	Prob
CMHS	Ward, Kimberly	Teacher Aide, M/J	8/20/2015	
CMHS	Gilbert, Jeannie	Teacher Aide, Other	8/21/2018	
CMHS	Sprawling, Angela	Teacher Aide, Other	8/15/2016	
CMHS	Stone, Dale Z.	Teacher Aide, Other	1/9/2019	Prob
CMHS	Gilliam, Brittany	Teacher Aide, PE	8/7/2019	Prob
CMHS	Dettloff, Matthew L.	Teacher, Agriculture	8/12/2013	AC

CMHS	Locke, Dallas A.	Teacher, Agriculture	8/17/2009	AC
CMHS	Smith, Christina L.	Teacher, Business Ed	8/4/1999	PSC
CMHS	Frisina, Robert S.	Teacher, ESE	8/19/2015	AC
CMHS	Haire, Julie	Teacher, ESE	1/28/2015	AC
CMHS	Story, Christina	Teacher, ESE	9/8/2014	AC
CMHS	Burgman, Josine O.	Teacher, Foreign Lang-S/H	8/12/1991	PSC
CMHS	Corbin, Katherine S.	Teacher, Graduation Coach	8/12/1992	AC
CMHS	Drummond, Stacy	Teacher, Guidance Counselor	1/2/2003	PSC
CMHS	Edison, Teri R.	Teacher, Guidance Counselor-MJ	8/3/2005	PSC
CMHS	Beauchamp, Raquel L.	Teacher, Health Occ.	8/12/2013	AC
CMHS	Beauchamp, Laurie M.	Teacher, LA-M/J	8/4/1999	AC
CMHS	Brady, Michelle	Teacher, LA-M/J	8/12/2013	AC
CMHS	Darus, Heather E.	Teacher, LA-M/J	5/11/1992	PSC
CMHS	Justesen, Madisen	Teacher, LA-M/J	8/5/2019	AC
CMHS	Flemming, Jan Hudson	Teacher, LA-S/H	8/12/1992	PSC
CMHS	Johnston, Rebecca	Teacher, LA-S/H	1/6/2020	AC
CMHS	Kidd, Roberta L.	Teacher, LA-S/H	11/1/1999	PSC
CMHS	Brock, Charles F.	Teacher, Math-M/J	8/5/2019	AC
CMHS	Corbin, James	Teacher, Math-M/J	12/10/2019	AC
CMHS	Parks, Stephanie	Teacher, Math-M/J	8/13/2007	AC
CMHS	Slaughter, Brent	Teacher, Math-M/J	8/3/2017	AC
CMHS	Boyd, Adam	Teacher, Math-S/H	8/13/2007	PSC
CMHS	Isenhoward, Jennifer F.	Teacher, Math-S/H	8/11/2008	PSC
CMHS	Long, Wilda	Teacher, Business Ed	1/5/2015	AC
CMHS	Sorensen, Daniel	Teacher, Math-S/H	12/17/2019	AC
CMHS	Hodges, Chad E.	Teacher, Music	8/12/2013	AC
CMHS	Haldeman, Aaron	Teacher, PE-H/S	12/16/2002	AC
CMHS	Parnell, Kyle	Teacher, PE-M/J	1/5/1988	AC
CMHS	Gerhard, Julie	Teacher, Reading Coach-M/J	9/28/1998	AC
CMHS	Walker-Crawford, Frances M.	Teacher, Reading Coach-S/H	8/2/2005	AC
CMHS	Cravey, Donna	Teacher, Science-M/J	8/13/2012	AC
CMHS	Fields, Amy	Teacher, Science-M/J	8/3/2017	AC
CMHS	Jones, Kodie	Teacher, Science-M/J	9/13/2019	AC
CMHS	Kidd, Andrew	Teacher, Science-S/H	8/10/1995	PSC
CMHS	Marra, Gregory	Teacher, Science-S/H	2/10/2020	PC
CMHS	Baker, Kimberly P.	Teacher, SS-M/J	8/11/2014	AC
CMHS	Jones, Katie M.	Teacher, SS-M/J	8/5/2003	PSC
CMHS	Parnell, Shari	Teacher, SS-M/J	8/14/2003	AC
CMHS	Harrell, Clifton	Teacher, SS-S/H	8/5/2019	AC
CMHS	Perez, Valerie S.	Teacher, SS-S/H	8/5/2003	PSC
CMHS	Wilson, Christopher S.	Teacher, SS-S/H	8/2/2000	PSC
CMHS	Norris, Dara	TSA, Blended Learning-SS-S/H	8/5/2019	AC

SCHOOL/DEPT	EMPLOYEE NAME	JOB DESCRIPTION	HIRE DATE	Contract 20-21
JBE	Strong, Sharon D.	Health Assistant	8/12/1994	
JBE	Bauer, Leona	Custodian	4/10/2020	Prob
JBE	Bennett Cox, Frances	Custodian	1/31/2017	
JBE	Wilcox, Carlton	Custodian	9/21/1983	
JBE	Berry, Michelle	Data Entry Clerk	8/8/2017	
JBE	Floyd, Danny C.	Head Custodian	1/2/1990	
JBE	Allnutt, Andrea M	Lab Manager	8/14/2014	
JBE	Kirk, Mistie D.	Secretary, 12 Month	9/23/1992	
JBE	Bayer, Jenna	Secretary, Confidential	8/19/2013	
JBE	Blanchard, Sebrina N.	Teacher Aide, Elem	8/4/2000	
JBE	Butts, Karen F.	Teacher Aide, ESE	9/20/2006	
JBE	Conley, Stephanie	Teacher Aide, ESE	1/10/2020	Prob
JBE	Cribbs, Lindsey	Teacher Aide, ESE	9/13/2004	
JBE	Funderburk, Andrea	Teacher Aide, ESE	8/12/2019	Prob
JBE	Hartsfield, Janice M.	Teacher Aide, ESE	8/9/2000	
JBE	Samuels, Marcelle A.	Teacher Aide, ESE	8/7/2003	
JBE	Savona, Rebeca	Teacher Aide, ESOL	8/21/2009	
JBE	Sosa, Maria L.	Teacher Aide, ESOL	10/5/2010	
JBE	Batts, Kimberly	Teacher Aide, PK-Lead	10/27/1992	
JBE	Breeding, Cindy A.	Teacher Aide, PK-Lead	8/19/2010	
JBE	Loock, Rebecca L.	Teacher Aide, PK-Lead	1/18/2006	
JBE	Stolfus, Liana	Teacher Aide, PK-Lead	8/13/2012	
JBE	Woodford, Jennifer	Teacher Aide, PK-Lead	2/25/2016	
JBE	Battle, Deasirea	Teacher Aide, Pre-K	9/23/2016	
JBE	Estevez, Jordan	Teacher Aide, Pre-K	8/7/2019	Prob
JBE	Munden, Nicole	Teacher Aide, Pre-K	3/4/2019	Prob
JBE	Williams, Wanda	Teacher Aide, Pre-K	8/14/1995	
JBE	Head, Crystal	Teacher Aide, Title 1	8/20/2015	
JBE	Mathis, Karen A.	Teacher Aide, Title 1	2/9/2005	
JBE	Nobles, Jammie	Teacher, Art	8/1/2006	PSC
JBE	Sims, Heather	Teacher, Art	8/5/2019	AC
JBE	Chorvat, Devyn R.	Teacher, ESE	5/8/2002	AC
JBE	Daley, Anne M	Teacher, ESE	8/11/2014	AC
JBE	Dudeck, Dian M.	Teacher, ESE	11/24/1988	AC
JBE	Martin, Jennifer	Teacher, ESE	8/5/2003	AC
JBE	Stone, Meredith	Teacher, ESE	8/12/2013	AC
JBE	Coleman, Patricia A.	Teacher, First	8/2/2000	AC
JBE	Hudson, Kimberly H.	Teacher, First	8/5/2003	PSC
JBE	Liles, Susan P.	Teacher, First	8/12/1996	AC
JBE	List, Kelsey	Teacher, First	8/3/2016	AC
JBE	Sridhar, Mary	Teacher, First	8/12/2013	AC
JBE	Woolson, Susan	Teacher, First	8/5/2019	AC

JBE	Dola, Chelsea	Teacher, KG	10/1/2019	AC
JBE	Edwards, Cecillia	Teacher, KG	8/10/1994	AC
JBE	Farleo, Dana	Teacher, KG	8/11/2008	AC
JBE	Grimes, Sarah	Teacher, KG	8/3/2016	AC
JBE	Keene, Kristina A.	Teacher, KG	8/16/2010	AC
JBE	Priddy, Diane "April"	Teacher, KG	1/12/2005	PSC
JBE	Thompson, Maura	Teacher, KG	4/23/2020	PC
JBE	Williams, Erin	Teacher, KG	8/3/2016	AC
JBE	Magnusson, Janell	Teacher, Music	8/6/2018	AC
JBE	Griffith, Patricia M.	Teacher, PE	3/14/1988	AC
JBE	Whitehurst, Lauren R.	Teacher, Reading Coach	8/11/2008	AC
JBE	Aguirre, Shannon	Teacher, Second	8/3/2017	AC
JBE	Bannon, Kaitlyn	Teacher, Second	8/3/2017	AC
JBE	Cooper, Monica	Teacher, Second	1/30/2006	PSC
JBE	Erickson, Elizabeth	Teacher, Second	8/3/2017	AC
JBE	Horvath, Todd	Teacher, Second	8/12/2013	AC
JBE	Stegall, Rae	Teacher, Second	8/19/2015	AC
JBE	Tiller, Jennifer	Teacher, Second	8/3/2016	AC
SCHOOL/DEPT	EMPLOYEE NAME	JOB DESCRIPTION	HIRE DATE	Contract 20-21
WES	Carswell, Marjorie (Shay)	Custodian	4/14/2014	
WES	McVey, Lisa L.	Custodian	1/30/2001	
WES	Robinson, Kimberly M.	Custodian	2/9/2000	
WES	Sanders, James	Custodian	1/21/2020	Prob
WES	Sapp, Jennifer	Data Entry Clerk	7/15/2019	Prob
WES	Krupa, David	Head Custodian	7/24/2017	
WES	Curry, Annalise	Lab Manager	8/7/2018	
WES	Weir, C. Randol	Secretary, 12 Month	8/12/1994	
WES	Morrison, Pamela Q.	Secretary, Confidential	6/24/1991	
WES	Gamble, Deneen M	Teacher Aide, Elem	1/13/2014	
WES	Hopping, Darlene	Teacher Aide, Elem	8/15/2013	
WES	Lesbott, Lori	Teacher Aide, ESE	12/7/2015	
WES	Zank, Rebecca	Teacher Aide, ESE	12/7/2005	
WES	Perez, Adriana	Teacher Aide, ESOL	10/15/2018	Prob
WES	Ramirez Lopez, Jeneva	Teacher Aide, ESOL	3/21/2017	
WES	Whitener, Kristin	Teacher Aide, Title 1	8/7/2018	
WES	Rush, Kathryn	Teacher, Art	8/6/2018	AC
WES	Lamb, Shakari	Teacher, ESE	10/13/2017	AC
WES	Sanchez, Sandra	Teacher, ESE	11/7/2016	AC
WES	Schultz, Marissa	Teacher, ESE	8/12/2013	AC
WES	Burns, Jennifer	Teacher, Fifth	8/3/2020	PC
WES	Childs, Rebecca	Teacher, Fifth	1/25/1999	AC
WES	Fugate, Pricilla	Teacher, Fifth	8/13/2012	AC



WES	Hoover, Kelley A.	Teacher, Fifth	8/19/2015	AC
WES	Richardson, Rikki D.	Teacher, Fifth	8/13/2012	AC
WES	Smith (Shealy), Cecilie	Teacher, Fifth	8/11/2014	AC
WES	Balducci, Lindsey	Teacher, Fourth	8/16/2018	AC
WES	Balkcom, Susan	Teacher, Fourth	8/6/2018	AC
WES	Gainey, Brittany	Teacher, Fourth	1/5/2016	AC
WES	Lutz, Tamara	Teacher, Fourth	8/3/2017	AC
WES	Olson, Kathleen	Teacher, Fourth	1/20/2015	AC
WES	Sanford, Brooke	Teacher, Fourth	1/30/2017	AC
WES	Webster, Vivian	Teacher, Fourth	8/13/2018	AC
WES	Kline, Serena	Teacher, Gifted	8/1/2006	AC
WES	Fleming, Gemma	Teacher, Guidance Counselor	8/19/2015	AC
WES	Owens, Erin L.	Teacher, PE	8/11/1993	AC
WES	Hart, Ashley	Teacher, Reading Coach	8/1/2006	AC
WES	Adkins, Jennifer	Teacher, Third	8/1/2006	AC
WES	Caraway, Kaylee	Teacher, Third	1/10/2019	AC
WES	Freeman, Sarah	Teacher, Third	1/20/2017	AC
WES	Sparrow, Renai L.	Teacher, Third	10/3/2012	AC
WES	Stidham, Tabitha	Teacher, Third	8/5/2019	AC
WES	Osteen, Debra	Teacher, TSA	8/1/2006	AC
SCHOOL/DEPT	EMPLOYEE NAME	JOB DESCRIPTION	HIRE DATE	Contract 20-21
WMHS	Chancey, Robin	Bookkeeper	1/21/1997	
WMHS	Fant, Rose	Clerk Type Media	10/12/2018	Prob
WMHS	Cox, Candice	Health Assistant	1/3/2018	
WMHS	Bostick, Amos L.	Custodian	2/12/2004	
WMHS	Brown, Amanda	Custodian	12/1/2016	
WMHS	Burgman, Deborah I.	Custodian	8/9/1999	
WMHS	James, Harriet R.	Custodian	9/22/1997	
WMHS	Marria, Carol E.	Custodian	7/13/1998	
WMHS	Meier, Marsha M.	Custodian	8/27/2001	
WMHS	Terrell, Manuel L.	Custodian	7/20/2004	
WMHS	Boyd, Chasity	Data Entry Clerk	6/19/2012	
WMHS	McLeod, Doris D.	Data Entry Clerk	1/10/1983	
WMHS	Lord, Paul	Head Custodian	7/23/2014	
WMHS	Hawkins, Benjamin	Instructional Dean	4/23/2018	AC
WMHS	Smith, James	Instructional Dean	8/3/2017	AC
WMHS	Edwards, Calvin L.	Lab Manager	9/6/1990	
WMHS	White, Pamela	Lab Manager	9/7/2005	
WMHS	Wise, Sandra S.	Secretary, 10 Month	8/13/1984	
WMHS	McGowan, Julia Scarlett	Secretary, Confidential	8/19/2010	
WMHS	Wetzel, Joyce B.	Secretary, Confidential	8/22/1977	
WMHS	De Jesus Sota, Paulette	Teacher Aide, ESE	8/7/2019	Prob

WMHS	Dodd, Miranda	Teacher Aide, ESE	10/2/2017	
WMHS	Hildebrant, Candice	Teacher Aide, ESE	1/26/2018	
WMHS	Miller, Twanda	Teacher Aide, ESE	9/2/2010	
WMHS	Ortiz Ramos, Kendra	Teacher Aide, ESE	1/16/2020	Prob
WMHS	Priest, Karen W.	Teacher Aide, ESE	8/7/1998	
WMHS	Wade, Carlaann	Teacher Aide, ESE	1/21/2004	
WMHS	Guido Mercado, Glorimar	Teacher Aide, ESOL	8/8/2017	
WMHS	Rivera, Nancy Perez	Teacher Aide, ESOL	9/20/2018	Prob
WMHS	Crooms, Christopher Jay	Teacher Aide, Other	8/8/2017	
WMHS	Lane, Dana	Teacher Aide, Other	8/19/2010	
WMHS	May, David	Teacher Aide, Other	2/24/2020	Prob
WMHS	Yancey, Greg D.	Teacher Aide, Other	8/13/1993	
WMHS	Draper, Desiree	Teacher Aide, Title 1-S/H	8/7/2019	Prob
WMHS	Bennett, Donna J.	Teacher Aide-S/H	7/1/2004	
WMHS	Bergdoll, Travis	Teacher, Agriculture	8/5/2019	AC
WMHS	Couey, Natalie H.	Teacher, Agriculture	11/8/2010	AC
WMHS	Skipper, Austin	Teacher, Agriculture	8/8/2018	AC
WMHS	Gamble, Michaelyn	Teacher, Art	9/25/2017	AC
WMHS	Nivala, Kimberly D.	Teacher, Business Ed	8/1/2006	PSC
WMHS	Taylor, Tanya	Teacher, Business Ed	1/23/2012	AC
WMHS	Plemmons, Pamela	Teacher, CDE	8/6/2018	AC
WMHS	Battle, Cynthia	Teacher, ESE	12/8/2014	AC
WMHS	Spradling, Patricia	Teacher, ESE	8/14/1989	PSC
WMHS	Vincenty, Rowena	Teacher, ESE	12/8/2004	PSC
WMHS	Roldan, Arelis Rosario	Teacher, Foreign Lang	8/12/2013	AC
WMHS	Cruz-Vera, Katia	Teacher, Gifted	8/17/2009	PSC
WMHS	Warren, Karen	Teacher, Graduation Coach/ESE Teacher	8/10/1995	PSC
WMHS	Tillman, Erinn	Teacher, Guidance-M/J	8/5/2019	AC
WMHS	Ridenour, Karen	Teacher, Guidance-S/H	7/29/2009	AC
WMHS	Pompeo, Angela	Teacher, Health Occ.	8/13/2012	AC
WMHS	Hamilton, Greg A.	Teacher, Health-E	4/11/2005	PSC
WMHS	Leathers, Barbara K.	Teacher, LA/Reading-M/J	8/13/2007	PSC
WMHS	Marcou, Travis	Teacher, LA/Reading-M/J	8/5/2019	AC
WMHS	Whitehurst, Stephanie	Teacher, LA/Reading-M/J	8/6/2019	AC
WMHS	Moberg, Jennifer	Teacher, LA-M/J	8/6/2018	AC
WMHS	Sullivan, Natalie	Teacher, LA-M/J	8/11/1997	PSC
WMHS	Gowland, Bobbie Jo	Teacher, LA-S/H	8/13/2007	PSC
WMHS	Smith, Tayler	Teacher, LA-S/H	8/5/2019	AC
WMHS	Thomas, Tanner	Teacher, LA-S/H	8/6/2018	AC
WMHS	Thompson, Joshua	Teacher, LA-S/H	8/3/2017	AC
WMHS	Ward, Rebecca	Teacher, LA-S/H	8/12/2013	AC
WMHS	Cassube, Mary	Teacher, Math-M/J	3/1/2019	AC
WMHS	Ruiz, Michelle	Teacher, Math-M/J	8/13/2012	AC
WMHS	Faust, Ashley	Teacher, Math-M/J	8/3/2016	AC

WMHS	Hall, Arnett	Teacher, Math-M/J	8/3/2001	PSC
WMHS	Mauldin, Teresa	Teacher, Math-S/H	12/2/2019	AC
WMHS	McBride, Laura	Teacher, Math-S/H	8/6/2018	AC
WMHS	Reddick, Erica J.	Teacher, Math-S/H	1/23/2012	AC
WMHS	Brown, James	Teacher, Music	9/12/2018	AC
WMHS	Love, LuAnn	Teacher, PE-M/J	11/28/2016	AC
WMHS	Bible, Rebecca J.	Teacher, PE-S/H	8/3/2004	PSC
WMHS	Whittington, Richard	Teacher, PE-S/H	2/11/2019	AC
WMHS	Philpot, Amber A.	Teacher, Reading Coach-M/J	1/2/2003	PSC
WMHS	Dola, Jennifer	Teacher, Reading Coach-SH	8/16/2010	AC
WMHS	Wilson, Laura	Teacher, Reading-S/H	8/6/2018	AC
WMHS	Childs, Carl	Teacher, ROTC	8/7/2019	AC
WMHS	Richardson, Daryl	Teacher, ROTC	8/19/2015	AC
WMHS	Davis, Tammy J.	Teacher, Science-M/J	8/10/1988	PSC
WMHS	Handley, Jennifer S	Teacher, Science-M/J	1/13/2014	AC
WMHS	Horner, Elizabeth	Teacher, Science-M/J	8/4/1999	PSC
WMHS	Reddy, Mackenzie	Teacher, Science-M/J	8/3/2017	AC
WMHS	Bailey, Margaret	Teacher, Science-S/H	9/12/2016	AC
WMHS	Battle, Darby	Teacher, Science-S/H	8/6/2018	AC
WMHS	Knox, William B	Teacher, Science-S/H	8/5/2003	PSC
WMHS	Myhree, Amanda	Teacher, SS-M/J	3/10/2020	PC
WMHS	Davis, Catherine M.	Teacher, SS-M/J	8/5/1998	PSC
WMHS	Hicks, Bradley T.	Teacher, SS-S/H	8/12/2013	AC
WMHS	Meadows, Kacey	Teacher, SS-S/H	8/5/2019	AC
WMHS	Palmer, April	Teacher, SS-S/H	8/6/2002	PSC
SCHOOL/DEPT	EMPLOYEE NAME	JOB DESCRIPTION	HIRE DATE	Contract 20-21
YTS	Yaws, Paula	Clerk Type Media	8/7/2019	Prob
YTS	Carter, Allen D.	Custodian	7/23/2008	
YTS	Risher, Connie J.	Custodian	8/26/1996	
YTS	Walker, Shirley A.	Custodian	12/10/2007	
YTS	Robinson, Andree M.	Data Entry Clerk	9/13/2000	
YTS	Herndon, Alfert G.	Head Custodian	5/7/1996	
YTS	Sailor, Kyndra	Health Assistant	3/2/2017	
YTS	Daniels, Francie J	Secretary, Confidential	7/3/2003	
YTS	Arnold-Kint, Annjanette L.	Teacher Aide, Elem	1/16/2014	
YTS	Russell, Marcella	Teacher Aide, ESE	10/10/2019	Prob
YTS	Yaws, Katelyn	Teacher Aide, ESE	10/31/2019	Prob
YTS	Johnson, Becky	Teacher Aide, Pre-K	10/22/2019	Prob
YTS	Zane, Rose	Teacher Aide, PK-Lead	9/23/2013	
YTS	Woodard, Deborah	Teacher Aide, Title 1	8/4/2000	
YTS	Hamblen, Heather	Teacher, Agriculture	8/5/2019	AC
YTS	Dillon, Denise L.	Teacher, Combination-E (2nd/3rd)	10/8/1990	PSC

YTS	Clark, Carolyn	Teacher, Combination-E (3rd/4th)	11/7/2018	AC
YTS	Dorminey, Raven	Teacher, Combination-E (4th/5th)	8/3/2017	AC
YTS	Dristiliaris, Gregory	Teacher, ESE	8/5/2019	AC
YTS	Nagel, Jodi	Teacher, ESE	8/20/2018	AC
YTS	Prescott, Candy L.	Teacher, Guidance Counselor	8/10/1998	PSC
YTS	Keim Kathleen	Teacher, KG	8/16/2019	AC
YTS	Bartello, Caitlyn	Teacher, PE-E	1/6/2016	AC
YTS	Watson, Sandra T.	Teacher, Reading Coach	8/4/1999	PSC
YTS	Deskins, Shauna	Teacher, Second	8/6/2018	AC
SCHOOL/DEPT	EMPLOYEE NAME	JOB DESCRIPTION	HIRE DATE	Contract 20-21
CW	Rowe, Dorothy	ESE MIS Manager	8/13/2018	Prob
CW	Sementelli, Carmela M.	Mental Health Counselor	8/8/2002	
CW	Plunkett, Meredee R.	Occupational Therapist	8/4/1999	PSC
CW	Pratt, Leila	School Psychologist	8/27/2018	AC
CW	Korn, Gale S.	School Social Worker	8/17/2005	PSC
CW	Willey, Ethey	Secretary, 11 month, SEDNET	8/16/2010	
CW	Sauls, Crystal	Secretary, 12 month	2/2/2015	
CW	Cribbs, Rhoda	Secretary, Director	9/10/2018	Prob
CW	Hamilton, Cynthia A.	Speech/Lang Pathologist	8/11/2008	PSC
CW	Sieg, Kelly	Speech/Lang Pathologist	11/12/2019	AC
CW	Storm, Laura J.	Speech/Lang Pathologist	3/1/1988	PSC
CW	Pasti, Susan	Teacher, H/H	6/9/2010	AC
CW	Pinder, Teresa J.	Teacher, Other (LATS)	12/5/2005	PSC
CW	McLean, Kimberly	Teacher, Visually Impaired	12/15/2016	AC
CW	Quincey, Kyle	Transition Specialist	8/12/2013	AC
CW	Gruber, Susan J.	TSA, H/H Gifted	8/2/2000	PSC
CW	Ward, Constance	TSA, SEDNET Coordinator	8/3/2016	AC
SCHOOL/DEPT	EMPLOYEE NAME	JOB DESCRIPTION	HIRE DATE	Contract 20-21
FOOD SERV	Banales, Ana	Assistant Manager, Food & Nutrition Services	12/9/2009	
FOOD SERV	Gonthier, Haeng	Assistant Manager, Food & Nutrition Services	9/7/2005	
FOOD SERV	Jacono, Tina M.	Assistant Manager, Food & Nutrition Services	1/3/2017	
FOOD SERV	Lee, Linda G.	Assistant Manager, Food & Nutrition Services	8/10/1998	
FOOD SERV	Miller, Teresa	Assistant Manager, Food & Nutrition Services	1/17/2001	
FOOD SERV	Skinner, Sandra	Assistant Manager, Food & Nutrition Services	8/7/2002	

FOOD SERV	Zeneski, Barbara	Assistant Manager, Food & Nutrition Services	1/4/2007	
FOOD SERV	Nutt, Kelly J.	Assistant Manager, Food & Nutrition Services	8/7/2006	
FOOD SERV	Algarin-Febres, Magdaline	Manager, Food & Nutrition Services	4/9/2003	
FOOD SERV	Bingaman, Merci N.	Manager, Food & Nutrition Services	1/22/2003	
FOOD SERV	Bingaman, Nina	Manager, Food & Nutrition Services	8/20/2015	
FOOD SERV	Caldwell, Jody H.	Manager, Food & Nutrition Services	8/11/1993	
FOOD SERV	Carter, Debra	Manager, Food & Nutrition Services	11/5/2009	
FOOD SERV	Keene, Ophelia	Manager, Food & Nutrition Services	1/19/2011	
FOOD SERV	Manuel, Katherine	Manager, Food & Nutrition Services	10/8/2002	
FOOD SERV	Polk, Linda "Darlene"	Manager, Food & Nutrition Services	8/6/2018	
FOOD SERV	Rolfe, Brenda	Manager, Food & Nutrition Services	7/29/2003	
FOOD SERV	Barrett, Vanessa	Worker, Food & Nutrition Services	8/7/2018	
FOOD SERV	Burgman, Shontonna	Worker, Food & Nutrition Services	8/20/2015	
FOOD SERV	Cline, Trisha	Worker, Food & Nutrition Services	2/3/2020	Prob
FOOD SERV	Crane, Sandra R.	Worker, Food & Nutrition Services	10/16/2003	
FOOD SERV	Cunningham, Barbara	Worker, Food & Nutrition Services	8/14/2014	
FOOD SERV	Hancock, Therese	Worker, Food & Nutrition Services	8/27/2007	
FOOD SERV	Harris, Lorraine	Worker, Food & Nutrition Services	8/16/2012	
FOOD SERV	Harris, Shanna	Worker, Food & Nutrition Services	8/23/2016	
FOOD SERV	Hathcox, Alesia "Joan"	Worker, Food & Nutrition Services	8/14/2014	
FOOD SERV	King, Annie L.	Worker, Food & Nutrition Services	3/5/2012	
FOOD SERV	Landrum, Elizabeth R.	Worker, Food & Nutrition Services	10/27/2003	
FOOD SERV	Law, Lillie R.	Worker, Food & Nutrition Services	3/5/2012	
FOOD SERV	Manso-Davila, Ileana	Worker, Food & Nutrition Services	4/16/2019	Prob
FOOD SERV	Marsans, Silvia	Worker, Food & Nutrition Services	8/7/2019	Prob

FOOD SERV	Meyers, Terrell	Worker, Food & Nutrition Services	1/7/2014	
FOOD SERV	Myers, Tina	Worker, Food & Nutrition Services	9/10/2007	
FOOD SERV	Nickolls, Wanda H	Worker, Food & Nutrition Services	1/4/1995	
FOOD SERV	Rawls, Jewel R.	Worker, Food & Nutrition Services	8/14/1996	
FOOD SERV	Redwine, Shelia R.	Worker, Food & Nutrition Services	8/8/2002	
FOOD SERV	Richardson, Mike J.	Worker, Food & Nutrition Services	11/3/2010	
FOOD SERV	Robinson, Kimberly	Worker, Food & Nutrition Services	2/9/2000	
FOOD SERV	Santilli, Lisa	Worker, Food & Nutrition Services	8/27/2019	Prob
FOOD SERV	Schmitz, Janet	Worker, Food & Nutrition Services	8/7/2006	
FOOD SERV	Spann, Margaret	Worker, Food & Nutrition Services	2/12/2007	
FOOD SERV	Strang, Janie	Worker, Food & Nutrition Services	3/16/2016	
FOOD SERV	Williams, Flora	Worker, Food & Nutrition Services	11/1/1999	
FOOD SERV	Young, Johnnie	Worker, Food & Nutrition Services	8/7/2019	Prob
FOOD SERV	Harvey, Catheese	Worker, Food & Nutrition Services	8/10/1999	
SCHOOL/DEPT	EMPLOYEE NAME	JOB DESCRIPTION	HIRE DATE	Contract 20-21
MAINT	Courtney, Timothy	AC Mechanic	10/21/2019	Prob
MAINT	McMichen, Claudia	Custodian	1/13/1995	
MAINT	Stockman, William T.	Director, Maintenance	5/1/2014	
MAINT	Hughes, Lewis M.	Electrician	2/17/2014	
MAINT	Perkins, Mark	Electrician	4/10/2019	Prob
MAINT	Anderson, Jesse	Groundskeeper	7/27/2010	
MAINT	McLeod, Walter R.	Groundskeeper	1/2/1990	
MAINT	Huber, McSween W.	Maintenance Foreman	3/1/2004	
MAINT	Pitts, Johnathan R.	Maintenance Generalist 1	2/16/2010	
MAINT	Miller, Charles	Maintenance Generalist 11	10/21/2019	Prob
MAINT	Douglas, George M.	Maintenance Generalist 11	7/23/1997	
MAINT	Reidy, Patrick L.	Maintenance Generalist 11	11/1/2006	
MAINT	Wallace, Paul E.	Maintenance Generalist 11	3/8/1993	
MAINT	Williams, David D.	Maintenance Generalist 11	5/22/2002	
MAINT	Asbell, Lamar	Plumber	3/22/2010	
MAINT	Conquest, Lori	Secretary, Director Maintenance	7/17/2000	

MAINT	Lamb, Avery	Telecommunications Specialist	4/8/2019	Prob
SCHOOL/DEPT	EMPLOYEE NAME	JOB DESCRIPTION	HIRE DATE	Contract 20-21
TRANS	Barber, Betty	Bus Attendant	2/1/2018	
TRANS	Beach-Hallman, Susan D.	Bus Attendant	9/19/2014	
TRANS	Carrasquillo, Judith M.	Bus Attendant	8/8/2002	
TRANS	Dominey, Julie	Bus Attendant	9/2/2008	
TRANS	Fowler, Linda	Bus Attendant	11/16/2018	Prob
TRANS	Meeks, Mary Jane	Bus Attendant	4/9/2012	
TRANS	Minor, Susie R.	Bus Attendant	8/10/1999	
TRANS	Phillips, Johnnie L.	Bus Attendant	8/23/2010	
TRANS	Sanky, Beverly	Bus Attendant	8/12/2019	Prob
TRANS	Shell, Crystal	Bus Attendant	4/1/2019	Prob
TRANS	Warhurst, Sarah J	Bus Attendant	4/16/2013	
TRANS	Ahrens, Michael	Bus Driver	3/1/2011	
TRANS	Ahrens, Windy Lee	Bus Driver	8/27/2010	
TRANS	Alfonso, Nanette	Bus Driver	1/4/1994	
TRANS	Anderson, Sheila F	Bus Driver	11/4/2015	
TRANS	Armstrong-Addison, Debra	Bus Driver	12/7/1999	
TRANS	Barlow, Alesa	Bus Driver	3/20/2017	
TRANS	Bowen, Ann	Bus Driver	9/19/2014	
TRANS	Boyd, Amy Jo	Bus Driver	8/10/2016	
TRANS	Brower, Karen	Bus Driver	1/20/2010	
TRANS	Burge, Henry T.	Bus Driver	9/16/2003	
TRANS	Carlson, Paul	Bus Driver	8/18/2008	
TRANS	Caroussos, Linda E	Bus Driver	10/23/2013	
TRANS	Crossman, Mary A.	Bus Driver	8/15/1995	
TRANS	Daube, Jennifer	Bus Driver	3/16/2016	
TRANS	Days, Joyce E.	Bus Driver	8/9/2004	
TRANS	Days, Ronald	Bus Driver	9/11/2006	
TRANS	Deweese, Mary "Ann"	Bus Driver	10/26/2016	
TRANS	Dexter, Julius	Bus Driver	9/4/2019	Prob
TRANS	Foley, Ruth Ann	Bus Driver	9/8/1988	
TRANS	Goins, Shirley J.	Bus Driver	1/19/2000	
TRANS	Goolsby (Ricker), Drema K.	Bus Driver	2/1/2012	
TRANS	Griffin, Carlynn M.	Bus Driver	2/3/2003	
TRANS	Griffin, Kenneth P.	Bus Driver	8/20/1990	
TRANS	Hagan, Joy	Bus Driver	2/1/2012	
TRANS	Haley, Tracy	Bus Driver	11/1/2007	
TRANS	Heck, Sharon	Bus Driver	8/12/2019	Prob
TRANS	Ingram, Sharon	Bus Driver	9/4/2018	Prob
TRANS	Jackson, Iris	Bus Driver	5/3/2004	
TRANS	James, Mary V.	Bus Driver	8/8/2000	

TRANS	Jentsch, Carol	Bus Driver	3/23/2015	
TRANS	King Jr., Persel T.	Bus Driver	9/19/2014	
TRANS	King, Royshawn	Bus Driver	1/12/2018	
TRANS	Kirby, Edwina	Bus Driver	3/20/2017	
TRANS	Knopic, Tina M.	Bus Driver	8/11/2003	
TRANS	Koon, Robin L.	Bus Driver	12/9/2002	
TRANS	Mayes, Eddie	Bus Driver	9/16/2015	
TRANS	Moore, Cheryl W.	Bus Driver	8/15/1996	
TRANS	Nicholson, Mary E.	Bus Driver	2/4/1998	
TRANS	Noel, Kayla N.	Bus Driver	10/4/2016	
TRANS	Nygard, Lois	Bus Driver	2/19/1997	
TRANS	Parker, Quanda	Bus Driver	11/16/2016	
TRANS	Richardson, Alicia	Bus Driver	8/12/2019	Prob
TRANS	Rivenburg, Tanya	Bus Driver	8/12/2019	Prob
TRANS	Rodriguez, Moises	Bus Driver	9/19/2014	
TRANS	Schneider, Mark	Bus Driver	8/10/2017	
TRANS	Strong, Katrina	Bus Driver	10/17/2007	
TRANS	Thompson, Alex C.	Bus Driver	8/14/1986	
TRANS	Wade, Sarah C.	Bus Driver	4/19/2010	
TRANS	Walker, Angela	Bus Driver	9/21/2015	
TRANS	Arrington, Amee	Confidential Secretary	2/20/2020	Prob
TRANS	Bray, Marcus E.	Senior Service Technician	5/27/2003	
TRANS	Fisher, David M.	Transportation Shop Foreman	7/26/2000	
TRANS	Glover Sr., Marcus J.	Service Technician	1/9/2017	
TRANS	Hauser, Jarrod R.	Service Technician	9/24/2004	
TRANS	Garner, Meloney	Receptionist	12/2/2019	Prob
SCHOOL/DEPT	EMPLOYEE NAME	JOB DESCRIPTION	HIRE DATE	Contract 20-21
DO	Thompson, Heather	11 Month Secretary/Sub Coordinator	3/7/2019	Prob
DO	Strickland, Carey	Bookkeeper, Fiscal	8/14/2014	
DO	Dowling, Rebecca C.	Clerk, Accts Payable	11/30/1998	
DO	Shultz, Sharette S.	Clerk, Sr. Accts Payable	7/6/1999	
DO	Ayala, Miguel	Courier	10/1/2018	Prob
DO	Gonzalez, Minerva	ESOL Lead Teacher	8/6/2018	AC
DO	Sedor, Marianne A.	Food & Nutrition Program Specialist	8/6/1997	
DO	Warren, Natalie	Food & Nutrition Program Specialist	8/21/2017	
DO	Forde, Anna G.	Grants Manager	7/7/1998	
DO	Kahn, Tanya M.	Office, Aide	8/13/2007	
DO	Agnoli, Kathryn L.	Payroll Specialist	8/7/2000	



DO	Smith, Amanda	Personnel Specialist	3/24/2014	
DO	Wain, Tami T.	Personnel Specialist	10/27/2003	
DO	Studstill, Michele	Secretary (Ins/Cur)	9/26/2000	
DO	Schaffer, Donna W.	Secretary, 12 Month	1/12/2016	
DO	Tindale, Sherry	Secretary, Asst. Supt.	7/1/1996	
DO	Brock, Debra	Secretary, Director MIS	2/1/2005	
DO	Neal, Janet	Secretary, Food & Nutrition Services	1/20/1988	
DO	Lott, Lori	Secretary, Personnel	2/19/1997	
DO	Hogan, Angela	Secretary, Superintendent	1/3/2007	
DO	Beauchamp, Phyllis B.	Sr. Payroll Specialist	8/15/1994	
DO	Stark, Robert	Teacher, Blended Learning-Math-S/H	8/6/2018	AC
DO	Caron, Patricia E.	Technician, Admin Tech	8/12/1988	
DO	Holmes, Candia L.	Technician, Admin Tech	9/13/1995	

**b) Illness-in-Line-of-Duty Leave Requests:**

1. **(Board approved 5.26.20)** Walter McLeod, Maintenance, Groundskeeper, May 19-22 and May 26-29, 2020, *amend dates* and add June 1-2, 2020.

**c) Military Leave Requests:**

1. Lamar Doug Asbell, Jr. District Maintenance, Plumber, COVID 19 Coronavirus Orders, June 1-30, 2020, Tallahassee, FL.

**d) Administrative Services:**

1. Contracts and/or Agreements:
  - i. 2020-2021 Agreement between the School Board of Levy County and Dell Graham, P.A., Attorneys at Law.

**e) Instructional Services:**

1. Contracts and/or Agreements.
  - i. 2020-2021 University of Florida, Office of Professional and Workforce Development Career and Workforce Dual Enrollment Articulation Agreement.

**2. FINANCE:**

- a. Budget Amendment #13B 19-00026.



# SCHOOL BOARD OF LEVY COUNTY

JEFFERY R. EDISON

Superintendent

## BOARD MEETING

June 9, 2020

Administrative Office, School Board Room

6:00 p.m.

### Superintendent Approval Items

(Initial) \_\_\_\_\_

CAMERON ASBELL  
District 1

CHRIS COWART  
District 2

BRAD ETHERIDGE  
District 3

PAIGE BROOKINS  
District 4

ASHLEY CLEMENZI  
District 5

480 Marshburn Dr.  
Bronson, FL 32621

PHONE 352-486-5231  
FAX 352-486-5237

An Equal  
Opportunity Employer

#### 1. FINANCE:

a)

Amendment of Instructional and ESP Salary Schedules to allow payment to the following personnel for:

- **Payment of Supplements** to the following personnel for supplemental activities during the 2019-2020 school year, effective August 5, 2019 or as indicated.

<u>School</u>	<u>Number</u>	<u>Name</u>	<u>Supplement</u>	<u>Percent</u>	<u>Date</u>
BMHS	SP410	Judy Beauchamp	Peer Teacher (C. Garreau-Jones)	100%	02/03/2020
BMHS	SP410	Karen Welch	Peer Teacher (A. Boggs)	100%	10/14/2019
BMHS	SP410	Karen Welch	Peer Teacher (R. Garrison)	100%	01/07/2020

- **ESE/SS Educational Services:** Request approval to pay the following employees, *their hourly rate of pay*, to conduct evaluations and staffing, paid via time cards and from Project #11020:
  - Gale Korn, District Social Worker, *up to 40 hours*, June 10 – 30, 2020.
  - Kelly Sieg, District Speech Language Pathologist, *up to 45 hours*, June 10 - July 30, 2020.
- **(Approved 5/26/20) Professional Development Training:** Request approval to pay the following staff, *up to 1.5 hours stipend pay* for participating in an on-line training on Understanding Important Parent Rights and Procedures Safeguards under IDEA, presented by Julie Weatherly, Esq. Webinar sponsored by NEFEC/ISRD, held June 9, 2020, paid from Project #40230 F2020, *amend to add*:
  - CES: Michelle Barron
- **ESE/SS Summer Institute:** Request approval to pay *Laura Storm, up to 12 hours*, effective June 10 - July 30, 2020, paid at her regular hourly rate of pay for coordinating and planning the ESE/SS Summer Institute, paid via time sheets and from Project #40230 F2021.

*Our mission is to educate all students in a safe environment and to  
Graduate them ready for college and career success*

- **Graduation Coaches:** Request approval to pay the following Graduation Coaches, *up to 75 hours*, at regular rate of pay, July 1, 2020 – June 30, 2021, for additional duties associated with graduation requirements, scholarships, and related activities, paid via time sheets and from Project #11030:

**CMHS:** Katherine Corbin

**WMHS:** Karen Warren

- **Advanced Placement Summer Institutes:** Request approval to pay the following teachers, *at stipend rate of pay, up to 4.5 days* (or 34 hours), to attend Advanced Placement Institutes to be held virtually in June and July, 2020, paid from Project 40220 F2020/21:

**CMHS:** Rebecca Johnston – AP Computer Science Principles  
Katherine Corbin – AP Capstone

**CKS:** Lauren Adams – AP English Lang & Comp  
Hilary Davis – World History Modern  
Jessica Crosby – English Lit & Comp

**WMHS:** Laura Wilson – AP Psychology

- **WMHS Edgenuity:** Request approval to pay the following teachers and paraprofessionals additional hours for Edgenuity services during summer school, June 2-30, 2020, paid via time sheets and paid from Project #40241 F2020:
  - Benjamin Hawkins – not to exceed 64 hours
  - Teresa Mauldin – not to exceed 64 hours
  - Dana Lane – not to exceed 64 hours
  - Pam White – not to exceed 75 hours
  - David May – not to exceed 50 hours
- **School-Based Summer Professional Development:** Request approval to pay the following teachers *up to two (2) days each at stipend rate of pay*, for participation in School-Based Professional Development Days during June 2020, paid via sign-in rosters and paid from Project Title I, A #42412 F2020:

School	Participants
BES	<p><b><u>June 16, 2020-3<sup>rd</sup>-5<sup>th</sup> Grade Title I Professional Development</u></b></p> <p>Melody Carson, Jennifer Brooks, Angela Heredia, Ashley Hart, William Scott, Kristin Pomeroy, Kimberly Abrahantes, Candace Valentine, Tina Bowman, Cathy Mikell, Cassandra Turner, Julie Trimm, Crystal Pelt, Melinda Chemin, Tyler Latham, Kailey Downing, Sharlecia Langford, Haley Koon, Zoe Dean</p> <p><b><u>June 17, 2020 – Kindergarten – 2<sup>nd</sup> Grade Title I Professional Development</u></b></p> <p>Angela Arambula, Amanda Falls, Rhonda Garner, Julie Whiteacre, Stephanie Harris, Elsie Moyers, Robin Romagnolo, Ashley Pitts, Delaney Allen, Tyler Latham, Stephannie McSwain, Hunter Burney, Rebecca Fries</p>
BMHS	<p><b><u>June 3, 2020</u></b></p> <p>Kelby Barber, Michelle Barber, Judy Beauchamp, Carol Benge, Amanda Boggs, Teresa Collins, Genny Foshee, Carolyn Garreau-Jones, Robin Garrison, Justina Guptill, Matthew Harrell, Russell Holley, Rebecca Hood, Melody Irizarry, Colette Kussel, John Miller, Trevor Murphy, Brian Myers, Laura Nelson, Caryl Osteen, Annette Packwood, Cindy</p>

	Putnam, Olivia Sandefur, Sherrie Schuler, Marcia Smith, Nickolas Vascellaro, Karen Welch, Lindsey Whittington, Nancy Williams, Michael Wilson
<b>CES</b>	<p><b><u>June 16, 2020 -MTSS Training</u></b></p> <p>Ashley Agnoli, Charlotte Andrews, Celeste Aracena, Karen Bailey, Lisa Baxter, Randi Beauchamp, Lisa Biehl, Erin Boyd, Kasidy Cothron, Samara Fisher, Heather Garrow, Celeste Green, Georgia Griffin, Dorie Hardee, Pamela Hatch, Christy Jones, Rebecca Lloyd, Debroah Manansala, Bethany Mayo, Sherry McElroy, Thelma Mickle, Tevin Mills, Aimee Mitchell, Deborah Nash, Heather Rawlins, Kamala Reidy, Stacey Roberson, Regena Roberts, April Rogers, Morgan Sache, Megan Snyder, Kaylee Spina, Kendra Timney, Tonya Townsend, Jacquelyn Villanueva, Kimberly Walker, Bonnie Warren, Aimee Watkins, Lena Weatherford, Kelli Wilson, Jessica Wright</p> <p><b><u>Aides:</u></b> Amy Anderson, Jennifer Armstrong, Sarah Fries, Dale Loomis, Malorie Lowe, Lynda Osteen, Stephanie Schonborn, Pamela Sheffield, Donna Smead, Leslie Stinnette, Wendy Biddle, LeeAnn Royer</p> <p><b><u>June 23, 2020 K-2 Sadlier Training</u></b></p> <p>Ashley Agnoli, Celeste Aracena, Randi Beauchamp, Kasidy Cothron, Heather Garrow, Georgia Griffin, Dorie Hardee, Pamela Hatch, Christy Jones, Bethany Mayo, Sherry McElroy, Thelma Mickle, Aimee Mitchell, Heather Rawlins, Kamala Reidy, Stacey Roberson, Regena Roberts, Morgan Sache, Tonya Townsend, Jacquelyn Villanueva, Kimberly Walker, Kelli Wilson, Jessica Wright</p> <p><b><u>Aides:</u></b> Amy Anderson, Jennifer Armstrong, Dale Loomis, Lynda Osteen, Donna Smead</p>
<b>CKS</b>	<p><b><u>June 2-3, 2020 Title I Professional Development</u></b></p> <p>Lauren Adams, Kearston Andrews, Penny Bailey, Jennifer Brown, Linda Campbell, Lenita Cato, Jessi Crosby, Hilary David, Marissa DeHaven, Nicole Gill, David Harvey, Holly Keene, Kathy McCain, Cindy Pahr, Raymond Powers, Patricia Shewey, Anne Sigmon, Jessica Sloan, Karen Voyles, Rachel Wetherington</p>
<b>JBES</b>	<p><b><u>June 22-23, 2020 Standards, Diagnostic Reviews and ELA/Math Maps Review</u></b></p> <p>Meredith Stone, Anne Daley, Dian Dudeck, Erin Williams, Sarah Grimes, Dana Farleo, Cecillia Edwards, April Dianne Priddy, Maura Thompson, Susan Woolson, Devyn Chorvat, Mary Sridhar, Susan Liles, Kimberly Hudson, Patricia Coleman, Kelsey List, Rebecca Yeadon, Lauren Whitehurst, Jennifer Martin, Jennifer Tiller, Shannon Aguirre, Monica Cooper, Kaitlyn Bannon, Todd Horvath, Elizabeth Erickson, Rae Stegall, and Kristina Keene.</p>
<b>WES</b>	<p><b><u>June 3<sup>rd</sup> &amp; 8<sup>th</sup>, 2020 ELA and Math</u></b></p> <p>Jennifer Adkins, Kaylee Caraway, Sarah Freeman, Tamara Lutz, Mackenzie Mulligan, Marissa Schultz, Renai Sparrow, Tabitha Stidham, Lindsey Balducci, Brittany Gainey, Serena Kline, Brooke Sandfordm Sandra Sanchez, Cecilie Smith, Vivian Webster, Jennifer Burns, Rebecca Childs, Pricilla Fugate, Kelley Hoover, Kathleen Olson, Susan McDonald, Raschelle McLean, Rikki Richardson</p>
<b>WMHS</b>	<p><b><u>June 2-3, 2020 Title I Professional Development</u></b></p> <p>Erinn Tillman, Karen Ridenour, Karen Warren, Amber Philpot, Jennifer Dola, Jennifer</p>

	Moberg, Travis Marcou, Natalie Sullivan, Barbara Leathers, Josh Thompson, Tanner Thomas, Tayler Smith, Bobbie Jo Gowland, Stephanie Whitehurst, Rebecca Ward, Laura Wilson, Michelle Ruiz, Arnett Hall, Ashley Faust, Mary Cassube, Laura McBride, Ericka Reddick, Tammy Davis, Elizabeth Horner, Mackenzie Reddy, Jennifer Handley, Margaret Bailey, Darby Battle, William Knox, Cindy Battle, Patricia Spradling, Rowena Rivera, Catherine Davis, Amanda Myhree, Katia Cruz, Kayce Meadows, April Palmer, Bradley Hicks, Luann Love, Becky Hilty, Richard Whittington, Michaelyn Gamble, Natalie Couey, Tanya Taylor, James Brown, Travis Bergdoll, Austin Skipper, Kim Nivala, Pam Plemmons, Angela Pompeo, Daryl Richardson, Carl Childs, Arelis Rosario, Karen Priest and Teresa Mauldin.
<b>YTS</b>	<b><u>June 2-3, 2020 Distance Learning and Teaching Professional Development</u></b>  Becky Johnson, Caitlyn Bartello, Candy Prescott, Denise Dillon, Greg Dristillaris, Jodi Nagel, Katelyn Yaws, Raven Dorminey, Rose Zane, Shauna Deskins, Carolyn Clark, Heather Hamblen, Sandra Watson, AJ Kint, Marcela Russell, Debbie Woodard, Katie Keim, Paula Yaws

- **Request approval of the 2020 Extended School Recommendations:**

<b>EXTENDED SCHOOL YEAR RECOMMENDATIONS – 2020</b>				
<b>POSITION</b>	<b>COST CENTER</b>	<b>EMPLOYEE RECOMMENDATION</b>	<b>HOURS</b>	<b>FUNDING SOURCE</b>
Safety Patrol (Washington-D.C. Trip)	BES	***Not for the 2019-2020 school year***	up to 30 hours	11033
	CES		up to 30 hours	
	WES		up to 30 hours	
	YTS		up to 30 hours	
Elementary School Guidance	BES	Tina (Loughlin) Bowman	up to 10 hours	11375
	CES	Michelle Barron	up to 10 hours	
	JBES	Lisa Gant	up to 10 hours	
	WES	Gemma Fleming	up to 10 hours	
School Guidance	BMHS	Nicole Thornton	up to 75 hours	11030
	CMHS	Teri Edison	up to 75 hours	
	WMHS	Erinn Tillman	up to 75 hours	
	YTS	Candy Prescott	up to 75 hours	
High School Agriculture	BMHS	Kelby Barber	up to 30 hours	11033
	CMHS	Dallas Locke	up to 30 hours	
	WMHS	Austin Skipper	up to 30 hours	
High School Athletic Facilities Maintenance	BMHS	John Miller	up to 30 hours	11033
	CMHS	John Palmer	up to 30 hours	
	WMHS	David May	up to 30 hours	

Records Review & Management	BMHS	Amy Wilson	up to 30 hours	11033
	CMHS	Rita Quincey for MS & Tara Cannon for HS	up to 30 hours	
	WMHS	Benjamin Hawkins	up to 30 hours	
Groundskeepers	BES	Stephanie Watson	up to 30 hours	11033
	BMHS	William Scott	up to 30 hours	
	CES	Kristine Nichols	up to 30 hours	
	CMHS	Brian Moore / Sylvia Hastings	up to 15 hours per school	
	CKS	Cathy Polk	up to 30 hours	
	JBES	Carlton Wilcox	up to 30 hours	
	WES	Majorie Caswell	up to 30 hours	
	WMHS	Carol Marria	up to 30 hours	
	YTS	Alfert Herndon	up to 30 hours	
Custodians	BES	Stephanie Watson	30 minutes per class	11033
	BMHS	Rita Sweet	30 minutes per class	
	CES	Kristine Nichols	30 minutes per class	
	CMHS	Brian Moore / Sylvia Hastings	30 minutes per class	
	CKS	Cathy Polk	30 minutes per class	
	WES	Majorie Carswell	30 minutes per class	
	WMHS	Carol Marria	30 minutes per class	
	YTS	Alfert Herndon	30 minutes per class	
ADDITIONAL custodial hours	BMHS		up to 30 hours	11033
	BES		up to 30 hours	
	CES	***This will be for July if needed. ***	up to 30 hours	
	CMHS	Make your request to Mr. John Lott	up to 30 hours total	
	JBES		up to 30 hours	
	WES		up to 30 hours	
	WMHS		up to 30 hours	
	CKS		up to 30 hours	
	YTS		up to 30 hours	
High School Band Program	BMHS	Michelle Barber	up to 30 hours	11375
	CMHS	Chad Hodges	up to 30 hours	
	WMHS	James Brown	up to 30 hours	
3 <sup>rd</sup> Grade	BES	Angela Heredia	up to 108 hours	BES & CKS

Summer Reading Camp Teacher(s)	CKS	Kathy McCain	total	13754
	CES	Lisa Biehl		CES & WES Paid directly by the Coalition
	WES	Lindsey Balducci		
3 <sup>rd</sup> Grade Summer Reading Camp Teacher Aide(s)	BES	Cathy Mahoney	up to 92 hours total	BES & CKS 13754
	CKS	Jennifer Brown		CES & WES Paid directly by the Coalition
	CES	Lynda O'steen		
	WES	Diane Natishan		
Computer Tech.	District		up to 76 hours each	10140
Levy Virtual Administrative hours	District	Nick Stark	Up to 120 hours	11030
ROTC Additional hours	WMHS	Carl Childs	up to 30 hours	11374
ESE ESY Program (Teachers)	BES	Rhonda Stevenson	up to 54 hours each	50% 11374 50% 40230 F2019/20 F2020/21
ESE ESY Program Paraprofessional Aide(s)		None Needed this Summer	up to 54 hours if needed	50% 11374 50% 40230 F2020/21
ESY Bus Drivers, Bus Attendants		None Needed this Summer	No more than 4 hours a day	50% 11374 50% 40230 F2020/21
Algebra 1 EOC Exam Remediation	BMHS	No Testing	up to 45 hours	40270 F2019/20 F2020/21
	CMHS	Brent Slaughter	up to 45 hours total	
	CKS	Marissa DeHaven	up to 45 hours	
	WMHS	Laura McBride, Teresa Mauldin	up to 45 hours	
Reading Coaches	District-Wide	Heather Rawlins, Randi Beauchamp, Lauren Whitehurst, Karen Welch, Julie Gerhard, Michelle Walker-Crawford	up to 15 hours each in June	11332

Summer Bridge	BMHS	Nickols Vascellaro, Carol Benge, Caryl Osteen, Michelle Barber & Karen Welch	up to 24 hours	40260 F2020
	CMHS	<b>Teachers:</b> Laurie Beauchamp, Julie Gerhard, Stephanie Parks, Charles Brock <b>Paras:</b> Kimberly Ward, Kimberly Bryant, Theresa Martin & Patricia Crews		
	WMHS	Amber Philpot, Amanda Myhree, Catherine Davis, Mackenzie Reddy, Michelle Ruiz, Desirea Draper		
Summer Bridge Bus Drivers :	BMHS	<b>Bus Driver's for all Schools:</b> Terrell Burge, Paul Carlson,	No more than 4 hours a day	40260F2020
	CMHS	Mary Ann Crossman, Ruth Foley, Tracey Haley	No more than 4 hours a day	40260F2020
	WMHS	Robin Koon, Cheryl Moore, Mary Nicholson	No more than 4 hours a day	40260F2020
Title I Migrant Education Program		Online Virtual		
<del>Meridian Camp-BES Pick-up</del>	BES	<del>***Not for the 2019-2020 school year***</del>	<del>No more than 4-hour a day</del>	<del>11374</del>
<del>Meridian Camp-CES Pick-up</del>	CES		<del>No more than 4-hours a day</del>	<del>40230F2020</del>
SUMMER 2020 - FOOD SERVICE, June 3 - August 2 (35 days)				
BES	Maggie Algarin-Febres		up to 72 hours	41010
	Kelly Nutt		up to 72 hours	
	Lillie Law		up to 72 hours	
	Ileana Manso-Davila		up to 72 hours	
	Wanda Nickolls		up to 72 hours	
BMHS	Katherine Manual		up to 72 hours	
	Haeng Gonthier		up to 72 hours	
	Jewel Rawls		up to 72 hours	
	Flora Williams		up to 72 hours	
	Alesia Hathcox		up to 72 hours	
	Catheese Harvey		up to 72 hours	
CES	Merci Bingaman		up to 72 hours	
	Teresa Miller		up to 72 hours	
	Johnnie Young		up to 72 hours	
	Janie Strang		up to 72 hours	
	Janet Schmitz		up to 72 hours	
	Elizabeth Landrum		up to 72 hours	
CMHS	Brenda Rolfe		up to 72 hours	
	Ana Banales		up to 72 hours	



	Shelia Redwine	up to 72 hours	
	Sandy Crane	up to 72 hours	
	Mike Richardson	up to 72 hours	
	Annie King	up to 72 hours	
CKS	Nina Bingaman	up to 72 hours	
WES	Ophelia Keene	up to 72 hours	
	Sandra Skinner	up to 72 hours	
WMHS	Darlene Polk	up to 72 hours	
	Barbara Zeneski / Davis	up to 72 hours	
	Silvia Marsans	up to 72 hours	
YTS	Debra Carter	up to 72 hours	

# Autism Spectrum Disorders Add-on Endorsement Program K-12 2020-2025 NEFEC

## School Board Approval for Five-Year Renewal Period

Changes were made to the NEFEC Autism Spectrum Disorders Add-On Endorsement Program K-12 2020-2025 to align with the five-year renewal period and format of other NEFEC endorsements.

Page(s)	Additions	Deletions
Cover	2020-2025 (use the NEFEC renewal date)	FDLRS Logo/2019-2024
2	Title: <u>Program</u> Rationale and Purpose Section: <u>NEED FOR PROGRAM</u>	
3-4	Specialization: Rule 6A-4.01796 Full Text	
5	Title: Instructional <u>Design and</u> Delivery	
6		Section and Chart
7	Section and Chart: Inservice Codes	(pages 6-17)
8, 12, 16	Component Numbers (amendment to PLC)	
20	Matrix reformatted, added objectives text	
27	Competency text CEC Preparation Standards text	
28	Title: <u>Competency</u> Completion Requirements New course titles	Old course titles
28-29	Program Completion clarifying language	
31	Clarified managing partners	FDLRS organization
32	Total number of inservice hours 240	Text is duplicate from Certification of Completion
32-33	Clarifying language	
33	Section: <u>School Board Approval</u>	
34	<u>APPENDIX A</u> <u>CEC Initial and Advanced Specialty Standards</u>	

# Autism Spectrum Disorders

Add-On Endorsement Program K-12

2020-2025

~~2019-2024~~



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

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

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# **AUTISM SPECTRUM DISORDER ADD-ON ENDORSEMENT PROGRAM K-12**

## **PROGRAM RATIONALE AND PURPOSE**

The Autism Spectrum Disorder Endorsement Program is designed to increase the level of knowledge, expertise, and understanding of educators working with K-12 students diagnosed with Autism Spectrum Disorder. The endorsement is intended to raise the awareness of the unique characteristics, emotional/social needs, and other challenges and issues related to students with Autism Spectrum Disorder and its range of pervasive developmental disorders that adversely affect functioning and result in the need for specially designed instruction and related services. It is designed to foster an understanding of policies and guidelines to ensure implementation of appropriate curriculum, differentiation, strategies, educational intervention, and support for this diverse population. The purpose of the Autism Spectrum Disorder Endorsement Program is to provide an alternative training program to reduce the number of out-of-field teachers in the area of K-12 students with Autism Spectrum Disorder and to develop a pool of qualified and fully endorsed teachers with this specialized focus. The option of completing the Autism Spectrum Disorder Endorsement Program is available for teachers in lieu of taking online courses made available through limited university options. Additional information about Autism Spectrum Disorder can be found at the Florida Department of Education website: <http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/autism-spectrum-disorder-asd.shtml>

Due to the

- increase in the prevalence of children with ASD by the National Institute of Health (1:59 births, 2018),
- the subsequent increase in school populations of students with ASD and demand for services within schools,
- the identification by both the State of Florida and individual localities of ASD being a Critical Shortage Area, and
- an insufficient number of highly qualified teachers needed to staff ASD classrooms,

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

### **A. NEED FOR PROGRAM**

The NEFEC 2015-2020 Autism Spectrum Disorder Endorsement Program did not have any participants complete the program. The program required 240 hours of face-to face time and a full-time facilitator. FDLRS has developed online courses for the 2020-2025 ASD Endorsement Program that will improve accessibility for NEFEC teachers, thus enabling this endorsement to be attractive for participants living in rural districts.

DISTRICT	# of Teachers who completed the NEFEC ASD Endorsement Program	# of Students with ASD Currently Enrolled
BAKER	0	38
BRADFORD	0	54
COLUMBIA	0	126
DIXIE	0	17
FLAGLER	0	203
GILCHRIST	0	22
HAMILTON	0	14
HERNANDO	0	355
LAFAYETTE	0	14
LEVY	0	72
MADISON	0	32
MONROE	0	148
PUTNAM	0	164
SUWANNEE	0	82
UNION	0	51
FSU LAB SCH	0	18
UF LAB SCH	0	*

## PROGRAM CONTENT/CURRICULUM COMPETENCIES

Competencies to be addressed in the program are

- aligned with the general parameters delineated by Florida Statute,
- consistent with the course descriptions and objectives of the Add-On Endorsement Programs for Autism Spectrum Disorder offered by state universities and existing programs within Florida school districts,
- aligned with the Council for Exceptional Children (CEC) Autism Standards, and are
- written with an emphasis on evidence-based practices as identified by the National Professional Development Center on Autism Spectrum Disorder.

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

### A. SPECIALIZATION/PROFESSIONAL STUDIES

#### 6A-4.01796 Specialization Requirements for Endorsement in Autism Spectrum Disorders – Academic Class.

- (1) A bachelor's or higher degree with certification in any exceptional student education area; and,
- (2) Twelve semester hours to include:

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

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

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

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

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

Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History—New 7-1-02.

Participants will develop classroom behavior analysis techniques and positive behavior supports. They will increase their instructional strategy repertoire, learning goal development, and environmental management skills for working with students across the spectrum with an autism diagnosis.

Additionally, participants will enhance their knowledge and skills of language and communication needs within the ASD population and available alternative and augmentative technology to address those needs. Finally, participants will further develop their assessment and diagnostic skills in working with students with autism.

The inservice courses will model the instructional strategies to be used to teach students with ASD in the K-12 program and include a variety of teaching modes, materials, media, and technologies, appropriate to the subject area(s) of the individual teachers participating. In addition, the inservice courses will incorporate scientifically based research on teaching students with ASD in K-12 programs. Finally, the courses will include strategies for developing cooperative working relationships with other teachers, agencies, and parents.

## **B. NATIONALLY RECOGNIZED GUIDELINES**

Each of the three inservice courses focuses on research-based classroom practices with an emphasis on school-age evidence-based practices as identified through a meta-analysis by the *National Professional Development Center on Autism Spectrum Disorder*, 2017.

Validation of inservice content is important to ensure that teachers of students with autism have the skills needed to most effectively serve those students with the highest needs in the classroom. For this reason, course content has been keyed to The *Council for Exceptional Children (CEC) Standards for Autism Spectrum Disorder* and can be found in Appendix A.

The Add-on Endorsement Program will address both the Evidence-Based Practices and the CEC Standards for Autism Spectrum Disorder. In order to create and maintain the content, the Florida Diagnostic Learning Resources System (FDLRS) has contracted with and will continue to consult with professionals in the field to create course content and to facilitate inservice courses. Course content is reviewed on an on-going basis to ensure that new research and updated web resources are included. St. John's County, Volusia County, Duval County Schools, Northeast Florida Educational Consortium (NEFEC) and Panhandle Area Educational Consortium (PAEC) existing plans as well as course descriptions for state universities were all consulted in the development of the autism endorsement plan.

## **INSTRUCTIONAL DESIGN AND DELIVERY**

There are three modules in the Autism Spectrum Disorder Endorsement which cover assessment, diagnosis, behavior analysis, positive behavior supports, assistive technology, communication systems, and field experience (embedded in each course). Participants must complete all three modules.

There are three modules:

1. Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience
2. Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience
3. Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

Given the overall scope and intensity of the program, courses will be scheduled over a twelve-week period (per course). It is imperative that participants are given ample opportunity to acquire the necessary knowledge and skills needed for implementation. Practical application through field experience exercises will take time and guidance, as well. Providing time and support for both through experienced facilitators is paramount to participant success. Participants will document their field experiences and submit resulting artifacts to their facilitator.

### **A. INSTRUCTIONAL STRANDS**

Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience	Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience	Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience
<ol style="list-style-type: none"><li>1. The Basics of Autism</li><li>2. History and Assessment</li><li>3. Evidence Based Practices</li><li>4. Parental Involvement</li><li>5. Sensory Differences</li><li>6. Visual Schedules</li><li>7. Social Narratives and Social Skills</li><li>8. Structured Work Systems</li><li>9. Quality Individualized Education Program (IEP)</li></ol>	<ol style="list-style-type: none"><li>1. Challenging Behavior in Autism</li><li>2. Applied Behavioral Analysis (ABA)</li><li>3. Decreasing Challenging Behavior</li><li>4. The Power of Reinforcement</li><li>5. Social Skills</li><li>6. Beginning the Functional Behavioral Assessment (FBA)</li><li>7. Self-Monitoring</li><li>8. Data Collection</li><li>9. Completing the Functional Behavioral Assessment (FBA) and Positive Behavior Intervention Plan (PBIP)</li></ol>	<ol style="list-style-type: none"><li>1. The Basics-Communication in Autism Spectrum Disorders</li><li>2. Augmentative/Alternative Communication Systems (AAC)</li><li>3. AAC in the School Setting</li><li>4. Functional Communication Training</li><li>5. Assistive Technology</li><li>6. Technology Aided Instruction and Intervention (TAII)</li><li>7. Communication and Collaboration in the School</li><li>8. Transition and Community Based Instruction</li><li>9. Transition</li></ol>



### **Required Training Components**

Component Number	Master Plan Points	Component Title
<del>1-100-004</del>	80	<del>Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience</del>
<del>1-101-001</del>	80	<del>Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience</del>
<del>3-100-006</del>	80	<del>Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience</del>

## B. INSERVICE CODES

PRIMARY PURPOSE	IMPLEMENTATION METHODS
A. Add-on Endorsement B. Alternative Certification C. Florida Educators Certificate Renewal D. Other Professional Certificate/License Renewal E. Professional Skills Building – Non-Instructional F. W. Cecil Golden Professional Development Program for School Leaders G. Approved District Leadership Development Program H. No Certification, Job Acquisition, or Retention Purposes	M. Structured Coaching/Mentoring N. Independent Learning/Action Research O. Collaborative Planning P. Participant Product Q. Lesson Study R. Electronic, Interactive S. Electronic, Non-Interactive T. Evaluation of Practice
LEARNING (DELIVERY) METHODS	EVALUATION (STAFF/PARTICIPANT)
A. Knowledge Acquisition B. Electronic, Interactive C. Electronic, Non-Interactive D. Learning Community/Lesson Study Group F. Independent Inquiry G. Structured Coaching/Mentoring H. Implementation of “High Effect” Practice(s) I. Job Embedded J. Deliberate Practice K. Problem Solving Process	A. Changes in Instructional or Learning Environment Practices B. Changes in Instructional Leadership or Faculty Development Practices C. Changes in Student Services/Support Practices D. Other Changes in Practices E. Fidelity of Implementation of the Professional Learning Process F. Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives G. Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present
FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (FEAP)	EVALUATION (STUDENTS)
A. Quality of Instruction A1. Instructional Design and Lesson Planning A2. The Learning Environment A3. Instructional Delivery and Facilitation A4. Assessment B. Continuous Improvement, Responsibility and Ethics B1. Continuous Professional Improvement B2. Professional Responsibility and Ethical Conduct	A. Results of State or District-Developed/Standardized Student Growth Measure(s) B. Results of School/Teacher-Constructed Student Growth Measure(s) That Track Student Progress C. Portfolios of Student Work D. Observation of Student Performance F. Other Performance Assessment(s) G. Did Not Evaluate Student Outcomes (evaluated with staff evaluation) Z. Did Not Evaluate Student Outcomes

## C. TRAINING COMPONENTS

(Pages 6-17)

## Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience

### COMPONENT NUMBER: 1-100-~~004~~ 006

Function: 1 – Subject Content/Academic Standards

Focus Area: 100 – Instructional Strategies

Local Sequence Number: 0046

### POINTS TO BE EARNED: MINIMUM 80 / MAXIMUM 80

#### DESCRIPTION:

Participants will be able to identify characteristics associated with Autism Spectrum Disorders(ASD), demonstrate an understanding of current trends and research-based methodologies used to create appropriate instructional programs for these students, and become familiar with formal and informal assessments used for diagnosis and instructional planning.

#### LINKS TO PRIORITY INITIATIVES

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous Improvement practices
- ☒ Digital Learning/Technology Infusion
- ☒ Instructional design and lesson planning
- ☒ Learning environment (as per FEAPS standards)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements

#### FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.3, 3.1.4, 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.3, 1.2.4, 1.2.5	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.4.3, 3.4.7

#### IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted  
Repetitive practice leading to changes in proficiency of educator or leader on the job  
Tracking improvements in student learning growth supported by the professional learning

## **SPECIFIC LEARNER OUTCOMES:**

### **Educators will:**

1. Demonstrate knowledge of the major characteristics of autism and the range of functioning level across all domains including communication, sensory responses and needs, stereotypical behaviors, socialization and social skill development.
2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with autism.
3. Demonstrate knowledge of current research trends, medical and educational issues, comorbidity and programs in the field of autism.
4. Understand the effects of neurological differences and its impact on learning and behavior.
5. Identify eligibility criteria for ASD as defined by the most recent version of the Diagnostic and Statistical Manual, and the definition/description used by The Florida Department of Education.
6. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation, including:
  - a. criteria for determining eligibility (medical and educational)
  - b. autism-specific instruments
  - c. instruments used to determine IQ
7. Describe the impact of autism on the family.
8. Demonstrate the ability to work effectively with parents.
9. Understand factors considered when determining placement and services for students with ASD.
10. Match levels of support to the changing needs of a student with ASD.
11. Reflect knowledge of growth and development in curricular planning and expectations.
12. Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services).
13. Demonstrate the ability to write appropriate educational and behavioral goals and objectives.
14. Demonstrate an understanding of strategies for structuring the environment to promote:
  - a. opportunities to enhance communicative initiations and interactions;
  - b. opportunities for appropriate play and leisure activities;
  - c. self-regulation and self-control;
  - d. sensory-motor concerns; and
  - e. direct instruction.
15. Describe the importance that sensory issues play in maladaptive behaviors exhibited by many students with ASD and how to accommodate for sensory issues in the school environment.
16. Describe strategies to promote social interactions and learning in more inclusive environments, including general education and community.
17. Describe various physical and visual strategies that can be used to accommodate a student with ASD in both a self-contained and a general education classroom, (i.e., environmental structuring, schedules, social situation stories and scripts), in order to communicate social information and expectations.

18. Plan and implement activities for independent functional life skills for a student with autism.
19. Categorize the different types of visual schedules used to promote independence based on a student's educational and cognitive abilities.
20. Implement evidence-based and promising practices strategies, such as incidental teaching, discrete trial, group instruction, task analysis, use of prompts and prompt fading, shaping, effective use of reinforcement in teaching skills, shadowing, modeling and scaffolding.
21. Describe strategies for conducting ongoing classroom-based assessments and databased decision making for program development.
22. Demonstrate transfer, lifting and positioning techniques.

### **LEARNING PROCEDURES (METHODS):**

Participants will be engaged in one or more of the following types of professional learning activities.

**Learning Methods Code:** B-Electronic Interactive

### **WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?**

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practices of Strategies
- Cycles of Feedback
- Data Analysis
- Lesson Planning
- Facilitated Group Discussions
- Case Studies
- Reading Professional Texts
- Action Planning
- Presentations
- Action Research

### **HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?**

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

### **KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:**

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

## **IMPLEMENTATION/MONITORING PROCEDURES:**

**Implementation/Monitoring Code:** R-Electronic (interactive)

**Implementation Support and Monitoring Procedures:** The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants successful completion of 100% of the course objectives.

## **IMPACT EVALUATION PROCEDURES:**

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will use the evaluation impact data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

## **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

What other forms of evaluation data will be gathered?

- a. What evaluation data addresses value of the PD design?

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

- b. What evaluation data addresses quality of implementation of the PD?

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

- c. Who will use these aspects of PD evaluation data?

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and plan future sessions.

## **Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience**

**COMPONENT NUMBER: 1-101-~~001~~ 002**

Function: 1 – Subject Content/Academic Standards

Focus Area: 101 – Classroom Management

Local Sequence Number: 001~~2~~

**POINTS TO BE EARNED: MINIMUM 80 / MAXIMUM 80**

### **DESCRIPTION:**

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

### **LINKS TO PRIORITY INITIATIVES**

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous Improvement practices
- ☒ Digital Learning/Technology Infusion
- ☒ Instructional design and lesson planning
- ☒ Learning environment (as per FEAPS standards)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements

### **FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT**

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.3, 3.1.4, 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.3, 1.2.4, 1.2.5	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.4.3, 3.4.7

### **IMPACT AREA(S):**

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

Repetitive practice leading to changes in proficiency of educator or leader on the job

Tracking improvements in student learning growth supported by the professional learning

## **SPECIFIC LEARNER OUTCOMES:**

Educators will:

1. Identify social and behavioral issues associated with ASD and how those behaviors impact the functioning and quality of life of these individuals.
2. Demonstrate an understanding of the effect of theory of mind and executive functioning on learning and behavior.
3. Define applied behavioral analysis.
4. Describe possible reasons for self-stimulatory, repetitive behaviors.
5. Understand basic behavioral principles, including basic operant reinforcement, differential reinforcement, extinction, punishment, discrimination training, generalization, etc.
6. Understand and use reinforcement, shaping, behavioral momentum, chaining, modeling, prompting, fading, imitation, discrimination training, and presentation/instructions to promote adaptive behaviors and skills.
7. Describe methods for identifying reinforcers including parent input.
8. Develop a classroom token economy system that incorporates different schedules of reinforcement.
9. Plan instruction for social skills.
10. Identify evidence-based strategies to increase self-awareness and the ability to self-regulate including self-monitoring systems.
11. Describe methods used to decrease behaviors: overcorrection, time out, response cost and extinction.
12. Explain the importance of choosing ethical interventions (e.g., least restrictive and non-aversive interventions).
13. Identify proactive and preventative methods for addressing problem behaviors.
14. Describe visual strategies that may prevent inappropriate behavior.
15. Identify, define, and prioritize target behaviors.
16. Demonstrate the ability to use and collect data using a variety of assessment tools including the antecedent-behavior-consequence (ABC) model.
17. Develop a hypothesis of the function of behavior, considering setting events, antecedents/triggers, and consequence events.
18. Demonstrate the ability to design intervention strategies that match the function of a competing behavior (functional equivalency)
19. Understand the importance of data collection throughout all phases of intervention (e.g., baseline, treatment, generalization, maintenance).
20. Develop a Functional Behavioral Assessment and Positive Behavior Intervention Plan (PBIP) that takes into consideration function and the context of the problem behavior.

## **LEARNING PROCEDURES (METHODS):**

Participants will be engaged in one or more of the following types of professional learning activities.

**Learning Methods Code:** B-Electronic Interactive



## **WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?**

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practices of Strategies
- Cycles of Feedback
- Data Analysis
- Lesson Planning
- Facilitated Group Discussions
- Case Studies
- Reading Professional Texts
- Action Planning
- Presentations
- Action Research

## **HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?**

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

### **KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:**

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

### **IMPLEMENTATION/MONITORING PROCEDURES:**

**Implementation/Monitoring Code:** R-Electronic (interactive)

**Implementation Support and Monitoring Procedures:** The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants successful completion of 100% of the course objectives.

### **IMPACT EVALUATION PROCEDURES:**

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of

implementation and participants work products throughout the course.

3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will use the evaluation impact data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

#### **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

What other forms of evaluation data will be gathered?

- a. What evaluation data addresses value of the PD design?

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

- b. What evaluation data addresses quality of implementation of the PD?

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

- c. Who will use these aspects of PD evaluation data?

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and plan future sessions.

Developed by FDLRS Administration Project

Date 2019-2020

## **Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience**

**COMPONENT NUMBER: 3-100-~~006~~ 007**

Function: 3 – Computer Science / Technology Education

Focus Area: 100 – Instructional Strategies

Local Sequence Number: 0067

**POINTS TO BE EARNED: MINIMUM 80 / MAXIMUM 80**

### **DESCRIPTION:**

Participants will be able to describe and analyze communication needs, design strategies to facilitate intervention, and demonstrate an understanding of various communication interventions for students with Autism Spectrum Disorders; including AAC/AT. Participants will understand the importance of transition planning for students with ASD.

### **LINKS TO PRIORITY INITIATIVES**

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous Improvement practices
- ☒ Digital Learning/Technology Infusion
- ☒ Instructional design and lesson planning
- ☒ Learning environment (as per FEAPS standards)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements

### **FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT**

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.3, 3.1.4, 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.3, 1.2.4, 1.2.5	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.4.3, 3.4.7

### **IMPACT AREA(S):**

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

Repetitive practice leading to changes in proficiency of educator or leader on the job

Tracking improvements in student learning growth supported by the professional learning

## **SPECIFIC LEARNER OUTCOMES:**

Educators will:

1. Identify and describe communication characteristics of students with ASD including: limited communication, limited joint attention, and unconventional forms of communication.
2. Examine different alternative/augmentative communication (AAC) systems used with students with Autism Spectrum Disorders:
  - a. Single message
  - b. Picture communication systems
  - c. Manual communication boards
  - d. Voice output communication devices
  - e. Dynamic display devices
3. Consider different options for symbols as communication tools: objects, photos, symbols, etc.
4. Identify the differences between communication systems and choice systems.
5. Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology(ies) into the curriculum, for example: environmental structure, picture symbols, visual schedules, electronic devices.
6. Describe how to individualize a communication system for an individual student.
  - a. Identify vocabulary the student would need in specific environments.
  - b. Identify opportunities where the student would need to communicate.
7. Describe how to manipulate the classroom/school environment to promote communication, including the use of “sabotage”.
8. Examine why student behavior improved across settings and with a variety of people when the communication tools provide consistency.
9. Demonstrate the ability to work effectively with paraprofessionals, service providers, general education teachers.
10. Describe the process of obtaining an assistive technology evaluation in your district.
11. Identify appropriate assistive/instructional technology(ies) that can be used to assist students with ASD of differing abilities.
12. Describe an example of low, mid and high-tech technology supports across all areas of development, including:
  - a. communication
  - b. social interactions
  - c. academics
  - d. daily living
  - e. executive functioning
13. Describe the benefits of community-based instruction.
14. Describe services that support transition, career and vocational development, community participation, and independent living in your community.
15. Identify transition assessments and how the information gained is used to develop transition IEP goals, including goals for self-determination and self-advocacy.

16. Describe how individuals with autism are included in transition planning in your district.

**LEARNING PROCEDURES (METHODS):**

Participants will be engaged in one or more of the following types of professional learning activities.

**Learning Methods Code:** B-Electronic Interactive

**WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?**

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practices of Strategies
- Cycles of Feedback
- Data Analysis
- Lesson Planning
- Facilitated Group Discussions
- Case Studies
- Reading Professional Texts
- Action Planning
- Presentations
- Action Research

**HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?**

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

**KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:**

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

**IMPLEMENTATION/MONITORING PROCEDURES:**

**Implementation/Monitoring Code:** R-Electronic (interactive)

**Implementation Support and Monitoring Procedures:** The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants successful completion of 100% of the course objectives.

**IMPACT EVALUATION PROCEDURES:**

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will use the evaluation impact data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

#### **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

What other forms of evaluation data will be gathered?

- a. What evaluation data addresses value of the PD design?

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

- b. What evaluation data addresses quality of implementation of the PD?

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

- c. Who will use these aspects of PD evaluation data?

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and plan future sessions.

Developed by FDLRS Administration Project

Date 2019-2020

## D. AUTISM SPECTRUM DISABILITY ALIGNMENT MATRIX

Competency Number*	Specific Component Objective Number(s)	CEC Initial and Advanced Specialty Standards*	Method of Competency Demonstration
<b>Module 1: Nature and Needs, Assessment, and Diagnosis of Students with ASD with Field Experience</b>			
<b>Component Number: 1-100-006</b>			
2a	1. Demonstrate knowledge of the major characteristics of autism and the range of functioning level across all domains including communication, sensory responses and needs, stereotypical behaviors, socialization, and social skill development. 3. Demonstrate knowledge of current research trends, medical and educational issues, comorbidity, and programs in the field of autism.	DDA.1.K1, DDA.1.K2, DDA.1.K3, DDA.6.K4 <i>SEDAS.1.K5, SEDAS.5.K1</i> <i>SEDAS.1.S1, SEDAS.1.S2, SEDAS.1.S3, SEDAS.4.S1, SEDAS.4.S2,</i>	1. Research major characteristics of ASD 2. Describe autism and comorbid conditions 3. Application exercise that include a dialogue between facilitator and educators 4. Self-reflection 5. Quiz
2a, 2d, 2e	2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with autism. 4. Understand the effects of neurological differences and its impact on learning and behavior. 5. Identify eligibility criteria for ASD as defined by the most recent version of the Diagnostic and Statistical Manual, and the definition/description used by The Florida Department of Education. 6. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation, including: a. criteria for determining eligibility (medical and educational) b. autism-specific instruments c. instruments used to determine IQ	DDA.1.K1, DDA.1.K8, DDA.4.K1, DDA.4.K3, DDA.6.K1, DDA.6.K3, DDA.6.K5, <i>SEDAS.1.K1, SEDAS.1.K2, SEDAS.1.K3, SEDAS.4.K1, SEDAS.5.K1</i> <i>SEDAS.4.S2,</i>	1. Research project that addresses history as well as medical diagnosis and educational eligibility 2. Describe autism specific instruments and process used for comprehensive evaluation 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a	7. Describe the impact of autism on the family. 8. Demonstrate the ability to work effectively with parents.	DDA.6.K7, DDA.7.K1 <i>SEDAS.5.K1, SEDAS.6.K1, SEDAS.6.K2</i> <i>SEDAS.1.S10, SEDAS.4.S2, SEDAS.7.S4</i>	1. Research data regarding parental involvement in schools and how this can be improved in their own school 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Quiz
2a, 2d, 2e	9. Understand factors considered when determining placement and services for students with ASD. 10. Match levels of support to the changing needs of a student with ASD.	DDA.6.K2, DDA.4.K4, DDA.2.S4, DDA.3.S6, DDA.4.S1, DDA.5.S1, DDA.5.S3, DDA.5.S4, DDA.5.S14, DDA.5.S16	1. Analysis of assessment results 2. Development of IEP SMART goals 3. Make decisions regarding accommodations and instructional strategies

	<p>11. Reflect knowledge of growth and development in curricular planning and expectations.</p> <p>12. Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services).</p> <p>13. Demonstrate the ability to write appropriate educational and behavioral goals and objectives.</p> <p>21. Describe strategies for conducting ongoing classroom-based assessments and databased decision making for program development.</p>	<p><i>SEDAS.1.K4, SEDAS.2.K2</i>  <i>SEDAS.1.S4, SEDAS.1.S5, SEDAS.1.S6,</i>  <i>SEDAS.3.S1, SEDAS.3.S12,</i>  <i>SEDAS.3.S14</i></p>	<p>4. Field experience application of course concepts</p> <p>5. Quiz</p>
2a, 2e	<p>14. Demonstrate an understanding of strategies for structuring the environment to promote:</p> <ul style="list-style-type: none"> <li>a. opportunities to enhance communicative initiations and interactions;</li> <li>b. opportunities for appropriate play and leisure activities;</li> <li>c. self-regulation and self-control;</li> <li>d. sensory-motor concerns; and</li> <li>e. direct instruction.</li> </ul> <p>20. Implement evidence-based and promising practices strategies, such as incidental teaching, discrete trial, group instruction, task analysis, use of prompts and prompt fading, shaping, effective use of reinforcement in teaching skills, shadowing, modeling and scaffolding.</p> <p>22. Demonstrate transfer, lifting and positioning techniques.</p>	<p>DDA.1.K4, DDA.4.K2, DDA.5.K1  DDA.2.S6, DDA.5.S5, DDA.5.S9,  DDA.5.S11,  <i>SEDAS.5.K1</i>  <i>SEDAS.1.S3, SEDAS.3.S5, SEDAS.3.S8,</i>  <i>SEDAS.3.S11, SEDAS.3.S14,</i>  <i>SEDAS.4.S2</i></p>	<p>1. Research Evidence-based Practices (EBP)</p> <p>2. Application exercise that include a dialogue between facilitator and educators</p> <p>3. Self-reflection</p> <p>4. Field experience application of course concepts</p> <p>5. Quiz</p>
2a	<p>15. Describe the importance that sensory issues play in maladaptive behaviors exhibited by many students with ASD and how to accommodate for sensory issues in the school environment.</p>	<p>DDA.1.K4</p>	<p>1. Sensory graphic organizer</p> <p>2. Application exercise that include a dialogue between facilitator and educators</p> <p>3. Self-reflection</p> <p>4. Quiz</p>
2a, 2c, 2e	<p>16. Describe strategies to promote social interactions and learning in more inclusive environments, including general education and community.</p> <p>17. Describe various physical and visual strategies that can be used to accommodate a student with ASD in both a self-contained and a general education classroom, (i.e., environmental structuring, schedules, social situation stories and scripts), in order to communicate social information and expectations.</p>	<p>DDA.4.K2  DDA.2.S2, DDA.2.S3, DDA.3.S5,  DDA.5.S10, DDA.5.S12, DDA.5.S15,  DDA.5.S16,  <i>SEDAS.3.K1, SEDAS.3.K2</i></p>	<p>1. Development and implementation of a social narrative</p> <p>2. Application exercise that include a dialogue between facilitator and educators</p> <p>3. Self-reflection</p> <p>4. Field experience application of course concepts</p> <p>5. Quiz</p>



2a,2e	<p>17. Describe various physical and visual strategies that can be used to accommodate a student with ASD in both a self-contained and a general education classroom, (i.e., environmental structuring, schedules, social situation stories and scripts), in order to communicate social information and expectations.</p> <p>18. Plan and implement activities for independent functional life skills for a student with autism.</p>	<p>DDA.4.K2 DDA.2.S1, DDA.2.S3, DDA.3.S3, DDA.5.S10, DDA.5.S13, DDA.5.S15, DDA.5.S16, <i>SEDAS.3.K2, SEDAS.3.K4</i></p>	<p>1. Development and implementation of structured work system; including progress monitoring tool</p> <p>2. Develop and implement a visual to support the use of the structured work system</p> <p>3. Application exercise that include a dialogue between facilitator and educators</p> <p>4. Self-reflection</p> <p>5. Field experience application of course concepts</p> <p>6. Quiz</p>
2a, 2e	<p>19. Categorize the different types of visual schedules used to promote independence based on a student's educational and cognitive abilities.</p>	<p>DDA.3.S4 <i>SEDAS.3.S9</i></p>	<p>1. Development and implementation of visual schedules</p> <p>2. Application exercise that include a dialogue between facilitator and educators</p> <p>3. Self-reflection</p> <p>4. Field experience application of course concepts</p> <p>5. Quiz</p>
<b>Module 2: Applied Behavior Analysis and Positive Behavior Supports for Students with ASD with Field Experience</b> <b>Component Number: 1-101-002</b>			
2a, 2c, 2e	<p>1. Identify social and behavioral issues associated with ASD and how those behaviors impact the functioning and quality of life of these individuals.</p> <p>2. Demonstrate an understanding of the effect of theory of mind and executive functioning on learning and behavior.</p> <p>4. Describe possible reasons for self-stimulatory, repetitive behaviors.</p>	<p>DDA.1.K1, DDA.1.K4, DDA.1.K6, DDA.1.K7, DDA.1.K8, DDA.1.K9, <i>SEDAS.1.K1, SEDAS.3.K2, SEDAS.5.K1</i> <i>SEDAS.1.S1, SEDAS.1.S2, SEDAS.4.S2</i></p>	<p>1. Research project</p> <p>2. Development of IEP SMART goals for social/emotional/behavior</p> <p>3. Field experience application of course concepts</p> <p>4. Quiz</p>
2c, 2e	<p>3. Define applied behavioral analysis.</p> <p>5. Understand basic behavioral principles, including basic operant reinforcement, differential reinforcement, extinction, punishment, discrimination training, generalization, etc.</p> <p>6. Understand and use reinforcement, shaping, behavioral momentum, chaining, modeling, prompting, fading, imitation, discrimination training, and presentation/instructions to promote adaptive behaviors and skills.</p>	<p>DDA.1.K4, DDA.1.K6, DDA.1.K9, DA.6.K4 DDA.3.S1, DDA.3.S5, DDA.4.S2, DDA.5.S11, DDA.5.S12, DDA.5.S5, <i>SEDAS.3.K2, SEDAS.4.K1, SEDAS.5.K1,</i> <i>SEDAS.6.K2</i> <i>SEDAS.3.S10, SEDAS.3.S11, SEDAS.3.S12,</i> <i>SEDAS.3.S5, SEDAS.3.S7, SEDAS.4.S2,</i> <i>SEDAS.6.S2, SEDAS.6.S4</i></p>	<p>1. Research basic principles of ABA</p> <p>2. Choose an Evidenced Based Practice in the area of behavior to research</p> <p>3. Application exercise that include a dialogue between facilitator and educators</p> <p>4. Self-reflection</p> <p>5. Field experience application of course concepts</p> <p>6. Quiz</p>
2a, 2c, 2e	<p>7. Describe methods for identifying reinforcers including parent input.</p>	<p>DDA.4.K2, DDA.6.K4, DDA.6.K7, DDA.2.S1, DDA.3.S3, DDA.3.S5, DDA.3.S6, DDA.4.S2,</p>	<p>1. Develop token economy system</p> <p>2. Identify target/replacement behavior</p>

	<p>8. Develop a classroom token economy system that incorporates different schedules of reinforcement.</p> <p>13. Identify proactive and preventative methods for addressing problem behaviors.</p> <p>14. Describe visual strategies that may prevent inappropriate behavior.</p> <p>15. Identify, define, and prioritize target behaviors.</p>	<p>DDA.4.S3, DDA.5.S5, DDA.5.S10, DDA.5.S11, DDA.5.S12, DDA.5.S13, SEDAS.3.K1, SEDAS.3.K2, SEDAS.4.K1, SEDAS.1.S4, SEDAS.1.S5, SEDAS.1.S6, SEDAS.1.S8, SEDAS.3.S1, SEDAS.3.S5, SEDAS.3.S7, SEDAS.3.S10, SEDAS.3.S11, SEDAS.3.S12, SEDAS.3.S14</p>	<p>3. Analyze reinforcer assessment</p> <p>4. Application exercise that include a dialogue between facilitator and educators</p> <p>5. Self-reflection</p> <p>6. Field experience application of course concepts</p> <p>7. Quiz</p>
2c, 2d, 2e	<p>9. Plan instruction for social skills.</p>	<p>DDA.1.K9, DDA.2.S1, DDA.2.S3, DDA.3.S1, DDA.3.S5, DDA.5.S5, DDA.5.S11, DDA.5.S12, DDA.5.S15, SEDAS.3.S5, SEDAS.3.S7, SEDAS.3.S14, SEDAS.6.S2, SEDAS.6.S4</p>	<p>1. Administer Functional Social Skills Assessment (FSSA)</p> <p>2. Complete the Visual Social Skills Profile based on results of FSSA</p> <p>3. Create and implement a social skills lesson that addresses the deficits from the above</p> <p>4. Application exercise that include a dialogue between facilitator and educators</p> <p>5. Self-reflection</p> <p>6. Field experience application of course concepts</p> <p>7. Quiz</p>
2c	<p>10. Identify evidence-based strategies to increase self-awareness and the ability to self-regulate including self-monitoring systems.</p>	<p>DDA.1.K9, DDA.3.S5, DDA.5.S11, DDA.6.K4 SEDAS.3.S11, SEDAS.3.S12</p>	<p>1. Develop and implement a self-monitoring system</p> <p>2. Application exercise that include a dialogue between facilitator and educators</p> <p>3. Self-reflection</p> <p>4. Quiz</p>
2c, 2e	<p>11. Describe methods used to decrease behaviors: overcorrection, time out, response cost and extinction.</p> <p>12. Explain the importance of choosing ethical interventions (e.g., least restrictive and non-aversive interventions).</p> <p>16. Demonstrate the ability to use and collect data using a variety of assessment tools including the antecedent-behavior-consequence (ABC) model.</p>	<p>DDA.4.S2, DDA.4.S3, SEDAS.1.K2, SEDAS.4.K1, SEDAS.6.K2, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8 SEDAS.3.S11</p>	<p>1. Collect behavioral data (ABC)</p> <p>2. Application exercise that include a dialogue between facilitator and educators</p> <p>3. Self-reflection</p> <p>4. Field experience application of course concepts</p> <p>5. Quiz</p>
2c, 2d, 2e	<p>17. Develop a hypothesis of the function of behavior, considering setting events, antecedents/triggers, and consequence events.</p> <p>18. Demonstrate the ability to design intervention strategies that match the function of a competing behavior (functional equivalency)</p>	<p>DDA.4.S2, DDA.4.S3, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8</p>	<p>1. Use ABC data to develop a hypothesis for the function of behavior</p> <p>2. Research and design an intervention strategy that matches the function of the competing behavior</p> <p>3. Implement intervention and collect data</p>

			4. Application exercise that include a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz
2c, 2e	19. Understand the importance of data collection throughout all phases of intervention (e.g., baseline, treatment, generalization, maintenance).	DDA.4.S2, DDA.4.S3 <i>SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8</i>	1. Develop a graph that shows baseline and intervention data 2. Make instructional decisions based on data results 3. Application exercise that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2c, 2e	20. Develop a Functional Behavioral Assessment and Positive Behavior Intervention Plan (PBIP) that takes into consideration function and the context of the problem behavior.	DDA.4.S2, DDA.4.S3, DDA.5.S5 <i>SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8</i>	1. Develop an FBA and PBIP based on data results 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz
<b>Module 3: Assistive/ Instructional Technology and Natural/ Augmentative Communication Systems for Students with ASD with Field Experience</b> <b>Component Number: 3-100-007</b>			
2a	1. Identify and describe communication characteristics of students with ASD including: limited communication, limited joint attention, and unconventional forms of communication.	DDA.1.K2, DDA.1.K5 <i>SEDAS.1.K1, SEDAS.5.K1</i> <i>SEDAS.1.S1, SEDAS.1.S2, SEDAS.4.S2</i>	1. Research project 2. Application exercised that include a dialogue between facilitator and educators 3. Self-reflection 4. Quiz
2b, 2e	2. Examine different alternative/augmentative communication (AAC) systems used with students with Autism Spectrum Disorders: a. Single message b. Picture communication systems c. Manual communication boards d. Voice output communication devices e. Dynamic display devices 3. Consider different options for symbols as communication tools: objects, photos, symbols, etc. 4. Identify the differences between communication	DDA.1.K5, DDA.4.K2, DDA.4.K4, DDA.2.S2, DDA.2.S3, DDA.3.S1, DDA.3.S2, DDA.3.S4, DDA.3.S5, DDA.5.S2, DDA.5.S4, DDA.5.S13, DDA.5.S15, <i>SEDAS.2.K1, SEDAS.3.K3, SEDAS.5.K1</i> <i>SEDAS.1.S5, SEDAS.1.S6, SEDAS.3.S6,</i> <i>SEDAS.3.S7, SEDAS.4.S2, SEDAS.6.S3</i>	1. Research AAC devices; including PECS 2. Individualize AAC for a student 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz

	<p>systems and choice systems.</p> <p>6. Describe how to individualize a communication system for an individual student.</p> <ol style="list-style-type: none"> <li>Identify vocabulary the student would need in specific environments.</li> <li>Identify opportunities where the student would need to communicate.</li> </ol>		
2a, 2b	<p>5. Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology(ies) into the curriculum, for example: environmental structure, picture symbols, visual schedules, electronic devices.</p> <p>7. Describe how to manipulate the classroom/school environment to promote communication, including the use of "sabotage".</p>	<p>DDA.1.K5, DDA.5.K1  DDA.2.S2, DDA.3.S1, DDA.3.S3, DDA.3.S5,  DDA.3.S6, DDA.4.S1, DDA.4.S2, DDA.5.S2,  DDA.5.S3, DDA.5.S10, DDA.5.S14,  DDA.5.S15,  <i>SEDAS.2.K1, SEDAS.3.K1, SEDAS.3.K3,  SEDAS.3.S5, SEDAS.3.S7, SEDAS.3.S10,  SEDAS.4.S2, SEDAS.6.S3</i></p>	<ol style="list-style-type: none"> <li>Research AAC devices</li> <li>Integration of AAC into classroom environment/curriculum</li> <li>Application exercised that include a dialogue between facilitator and educators</li> <li>Self-reflection</li> <li>Quiz</li> </ol>
2a, 2b, 2c, 2e	<p>8. Examine why student behavior improved across settings and with a variety of people when the communication tools provide consistency.</p>	<p>DDA.6.K5, DDA.4.S2, DDA.5.S2, DDA.5.S5,  DDA.5.S13, DDA.5.S15, <i>SEDAS.3.K2,  SEDAS.3.K3, SEDAS.3.S5</i></p>	<ol style="list-style-type: none"> <li>Identify interfering behavior</li> <li>Implement the Functional Communication Training (FTC) strategy</li> <li>Application exercised that include a dialogue between facilitator and educators</li> <li>Self-reflection</li> <li>Field experience application of course concepts</li> <li>Quiz</li> </ol>
2a	<p>9. Demonstrate the ability to work effectively with paraprofessionals, service providers, general education teachers.</p>	<p>DDA.2.S2, DDA.5.K1, DDA.6.K6, DDA.7.K1,  DDA.5.S14  <i>SEDAS.3.K1, SEDAS.5.K1  SEDAS.1.S6, SEDAS.1.S7, SEDAS.3.S1,  SEDAS.3.S14, SEDAS.5.S1, SEDAS.5.S2,  SEDAS.5.S3, SEDAS.5.S4, SEDAS.5.S5,  SEDAS.6.S1, SEDAS.6.S2, SEDAS.6.S4,  SEDAS.7.S3, SEDAS.7.S4</i></p>	<ol style="list-style-type: none"> <li>Describe collaboration and communication with stakeholders; including paras and service providers</li> <li>Describe collaboration and communication among and between special education and general education teachers</li> <li>Application exercised that include a dialogue between facilitator and educators</li> <li>Self-reflection</li> <li>Quiz</li> </ol>
2a, 2b	<p>10. Describe the process of obtaining an assistive technology evaluation in your district.</p> <p>11. Identify appropriate assistive/instructional technology(ies) that can be used to assist students with ASD of differing abilities.</p> <p>12. Describe an example of low, mid and high-tech technology supports across all areas of development,</p>	<p>DDA.1.K5, DDA.1.K7, DDA.1.K8, DDA.4.K2,  DDA.4.K4, DDA.7.K1, DDA.2.S1, DDA.2.S2,  DDA.2.S3, DDA.2.S4, DDA.3.S2, DDA.3.S3,  DDA.3.S4, DDA.3.S5, DDA.3.S6, DDA.4.S1,  DDA.5.S1, DDA.5.S2, DDA.5.S3, DDA.5.S4,  DDA.5.S12, DDA.5.S13, DDA.5.S15  <i>SEDAS.2.K1, SEDAS.3.K1, SEDAS.3.K2,</i></p>	<ol style="list-style-type: none"> <li>Research technology supports</li> <li>Provide examples of low, mid, and high tech supports</li> <li>Review district AT evaluation process</li> <li>Application exercised that include a dialogue between facilitator and educators</li> <li>Self-reflection</li> </ol>

	including: a. communication b. social interactions c. academics d. daily living e. executive functioning	<i>SEDAS.3.K3, SEDAS.3.K4, , SEDAS.5.K1, SEDAS.1.S5, SEDAS.1.S7, SEDAS.3.S1, SEDAS.3.S5, SEDAS.3.S6, SEDAS.3.S7, SEDAS.3.S9, SEDAS.3.S14, SEDAS.4.S2, SEDAS.6.S3</i>	6. Quiz
2b, 2e	11. Identify appropriate assistive/instructional technology(ies) that can be used to assist students with ASD of differing abilities. 12. Describe an example of low, mid and high-tech technology supports across all areas of development, including: a. communication b. social interactions c. academics d. daily living e. executive functioning	DDA.1.K5, DDA.1.K7, DDA.1.K8, DDA.4.K4, DDA.2.S1, DDA.2.S2, DDA.2.S3, DDA.2.S4, DDA.3.S2, DDA.3.S3, DDA.3.S4, DDA.3.S5, DDA.3.S6, DDA.4.S1, DDA.5.S1, DDA.5.S2, DDA.5.S3, DDA.5.S4, DDA.5.S12, DDA.5.S13, DDA.5.S15 <i>SEDAS.2.K1, SEDAS.3.K1, SEDAS.3.K2, SEDAS.3.K3, SEDAS.3.K4, SEDAS.5.K1 SEDAS.3.S1, SEDAS.3.S5, SEDAS.3.S6, SEDAS.3.S7, SEDAS.3.S9, SEDAS.3.S14, SEDAS.4.S2, SEDAS.6.S3</i>	1. Research Technology Aided Instruction and Intervention (TAII) resources 2. Describe the use of resources in the areas of communication, social interactions, academics, daily living, and executive functioning 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a	13. Describe the benefits of community-based instruction. 14. Describe services that support transition, career and vocational development, community participation, and independent living in your community.	DDA.3.K1, DDA.5.K2, DDA.6.K2, DDA.6.K6, DDA.7.K1, DDA.2.S1, DDA.5.S6, DDA.5.S7, DDA.5.S8, DDA.7.S1 <i>SEDAS.1.K6, SEDAS.3.K4, SEDAS.5.K1, SEDAS.1.S9, SEDAS.3.S3, SEDAS.3.S4, SEDAS.3.S8, SEDAS.3.S12, SEDAS.3.S13, SEDAS.4.S2, SEDAS.5.S1, SEDAS.6.S1, SEDAS.7.S1, SEDAS.7.S3, SEDAS.7.S4, SEDAS.7.S5</i>	1. Research transition services statewide and in their community/district 2. Describe the benefits of community-based instruction 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Quiz
2a, 2b, 2d, 2e	15. Identify transition assessments and how the information gained is used to develop transition IEP goals, including goals for self-determination and self-advocacy. 16. Describe how individuals with autism are included in transition planning in your district.	DDA.3.K1, DDA.4.K2, DDA.4.K3, DDA.4.K4, DDA.5.K2, DDA.6.K2, DDA.6.K6, DDA.7.K1 DDA.4.S1, DDA.5.S6, DDA.5.S7, DDA.5.S14, DDA.5.S16, DDA.7.S1 <i>SEDAS.1.K6 SEDAS.1.S9, SEDAS.3.S2, SEDAS.3.S3, SEDAS.3.S4, SEDAS.3.S5, SEDAS.3.S12, SEDAS.3.S13, SEDAS.3.S14, SEDAS.4.S2, SEDAS.7.S1, SEDAS.7.S3, SEDAS.7.S5</i>	1. Research transition assessments 2. Use assessment data to develop post-secondary transition IEP goals 3. Identify challenges facing families of transition aged students and how high-quality transition planning alleviates these challenges 4. Application exercised that include a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz

**\* Competency Number based upon Rule 6A-4.01796**

- (a) Nature of autism spectrum disorders (to include student characteristics, appropriate learning goals, teaching approaches, environmental arrangements, etc.);
- (b) Use of assistive and instructional technology and natural, alternative and augmentative communication systems for students with autism spectrum disorders;
- (c) Behavior management and positive behavior supports for students with autism spectrum disorders;
- (d) Assessment and diagnosis of autism spectrum disorders; and,
- (e) Field-based experience with students with autism spectrum disorders.

**\* CEC Initial and Advanced Specialty Standards (see Appendix A)**

**Initial Specialty Set:** Developmental Disabilities and Autism Spectrum Disorder

**Advanced Specialty Set:** Special Education Developmental Disabilities and Autism Spectrum Disorder Specialist

**Initial Preparation / DDA**

Standard 1: Learner Development and Individual Learning Differences  
Standard 2: Learning Environments  
Standard 3: Curricular Content Knowledge  
Standard 4: Assessment  
Standard 5: Instructional Planning and Strategies  
Standard 6: Professional Learning and Ethical Practice  
Standard 7: Collaboration

**Advanced Preparation / SEDAS**

Standard 1: Assessment  
Standard 2: Curricular Content Knowledge  
Standard 3: Programs, Services, and Outcomes  
Standard 4: Research and Inquiry  
Standard 5: Leadership and Policy  
Standard 6: Professional and Ethical Practice  
Standard 7: Collaboration

## E. INSTRUCTORS

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

- Current Florida teaching certificate in Education and Exceptional Student Education
- Background of successful staff development and/or adult training expertise
- Master's degree in Education or Special Education
- Three years of qualified experience in working with students diagnosed with Autism Spectrum Disorder
- Certified and experienced in the areas of content to be taught
- Commitment to carry out the number of hours of instruction, individual participant consultation, and follow-up specified in each training module
- Commitment to use and maintain the integrity of the training components
- Commitment to the Autism Spectrum Disorder Endorsement Program and to the delivery of training at times and places convenient to the participants

## **COMPETENCY COMPLETION REQUIREMENTS**

The option of completing the three components is available for teachers in lieu of taking college courses to earn the Autism Spectrum Disorder Endorsement. In order to satisfy specialization requirements in Rule 6A-4.01796, Florida Administrative Code, participants must have a bachelor's or higher degree with certification in any exceptional student education area and complete 12 semester hours or 240 inservice hours including the following: ~~nature of autism spectrum disorder, use of assistive and instructional technology and natural, alternative and augmentative communication systems for students with ASD, behavior management and positive behavior supports for students with ASD, and field-based experience with students with ASD.~~ Nature and Needs, Assessment, and Diagnosis of Students with ASD with Field Experience, Applied Behavior Analysis and Positive Behavior Supports for Students with ASD with Field Experience, and Assistive/Instructional Technology and Natural/Augmentative Communication Systems for Students with ASD with Field Experience.

## A. PROGRAM COMPLETION

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

Satisfactory completion of individual components may be demonstrated through:

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

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

Methods for determining a participant has obtained all the competencies required for the

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

Proof of successful course completion and the awarding of inservice points will be maintained by the district professional development office. At the conclusion of each course, each participant successfully mastering the competencies therein will be awarded inservice credit per the Professional Learning Catalog. Upon successful completion of all three required courses, the professional development office will provide the participant with a Certificate of Completion noting that the participant has successfully completed the Add-on Endorsement Program: Autism Spectrum Disorder. The teacher certification office will then assist the participant in ~~filing the necessary paperwork~~ completing Form CG-10 and collecting the appropriate processing fees associated with petitioning The Florida Department of Education to add the Autism Spectrum Disorder Endorsement to the educator's teaching certificate.

## **B. COMPETENCY DEMONSTRATION**

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

## **C. COMPETENCY VERIFICATION**

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

## **PROGRAM EVALUATION**

### **A. EVALUATION PLAN**

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



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

### **DESCRIPTIVE DATA**

Formal program evaluation will provide the following data:

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

### **CLIENT SATISFACTION DATA**

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

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

### **SUPERVISORY EVALUATION DATA**

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

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

### **LOGISTICAL SUPPORT**

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

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

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

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

The budget for Autism Spectrum Disorder Endorsement will mostly be borne by the participating districts. Districts may be able to participate in Florida Diagnostic and Learning Resources System-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.

## **B. ANNUAL REVIEW**

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

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

## **PROGRAM MANAGEMENT**

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

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

Inservice training for the ASD courses is offered ~~by districts and regional service providers~~ through the regional FDLRS Centers. FDLRS will be responsible for updating the program as necessary and, when appropriate, advertising the availability of the courses to districts.

## **A. CANDIDATE APPLICATION AND ADMISSION**

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

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

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

## **B. ADVISEMENT**

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

## **C. ATTENDANCE REQUIREMENT FOR INSERVICE POINTS**

Attendance is mandatory unless because of serious illness or extreme emergency the instructor excuses the absence. Excused absence class hours must be satisfied through a schedule approved by the instructor. Participants receive one inservice point for each clock hour of component participation, up to 80 hours per component, a total of 240 inservice hours for the Autism Spectrum Disorder Endorsement Program. ~~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.~~

## **D. TRANSFER AND UTILIZATION OF CREDIT**

Equivalent or higher content level college credit obtained from a regionally accredited institution of higher education with an approved Autism Endorsement Program may be used to satisfy component requirements. College course(s) are converted to inservice points with each semester credit hour equivalent to twenty (20) inservice points. An official college transcript must be requested by the participant and forwarded to the Professional Development Director's Office. Inservice credit earned in other school districts may be applied to the Autism 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 Endorsement Program for Autism. Participants must request an official Inservice Transfer Record be sent from the previous employer to the district staff development director.  
~~Inservice credit earned while employed in another district may be applied to the Add-On Certification provided:~~

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

## **E. CERTIFICATION OF COMPLETION**

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. When participants have completed all program completion requirements; thereby, demonstrating mastery of competencies and objectives, program completion is verified by the district staff development director. Since records are kept during each step of the Autism Spectrum Disorder Endorsement Program by district staff development personnel, the professional learning tracking system, or other inservice tracking systems, documentation is easily accessed by district staff to verify successful completion of all components. After verification, district documentation on behalf of the participant will then be submitted to the Florida Department of Education using Form CG-10, along with the appropriate processing fee.  
~~After the local verification process is complete, the district designee will notify the Florida Department of Education.~~

## **SCHOOL BOARD APPROVAL**

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

## **APPENDIX A**

### **CEC INITIAL AND ADVANCED SPECIALTY STANDARDS**

## INITIAL SPECIALTY SET: DEVELOPMENTAL DISABILITIES AND AUTISM SPECTRUM

Initial Preparation Standard 1: Learner Development and Individual Learning Differences	
<b>Knowledge</b>	
DDA.1.K1	Medical aspects and implications for learning for individuals with developmental disabilities and autism spectrum disorder
DDA.1.K2	Core and associated characteristics of individuals with developmental disabilities and autism spectrum disorder
DDA.1.K3	Co-existing conditions and ranges that exist at a higher rate than in the general population
DDA.1.K4	Sensory challenges of individuals with developmental disabilities and autism spectrum disorder
DDA.1.K5	Speech, language, and communication of individuals with developmental disabilities and autism spectrum disorder
DDA.1.K6	Adaptive behavior needs of individuals with developmental disabilities and autism spectrum disorder
DDA.1.K7	Effect of theory of mind, central coherence, and executive function on learning and behavior
DDA.1.K8	Effect of neurological differences on learning and behavior
DDA.1.K9	Effect of self-regulation on learning and behavior
<b>Skills</b>	
None specified	
Initial Preparation Standard 2: Learning Environments	
<b>Knowledge</b>	
None in addition to the ICSI	
<b>Skills</b>	
DDA.2.S1	Plan and implement instruction for independent functional life skills and adaptive behavior
DDA.2.S2	Plan and implement instruction and related services in environments that are both age appropriate and ability appropriate
DDA.2.S3	Use specialized instruction to enhance social participation across environments
DDA.2.S4	Plan systematic instruction based on learner characteristics, interests, and ongoing assessment
Initial Preparation Standard 3: Curricular Content Knowledge	
<b>Knowledge</b>	
DDA.3.K1	Evidence-based career and vocational transition programs for individuals with developmental disabilities and autism spectrum disorder
<b>Skills</b>	
DDA.3.S1	Provide pragmatic language instruction that facilitates social skills
DDA.3.S2	Provide individuals with strategies to avoid and repair miscommunications
DDA.3.S3	Plan and implement instruction for independent functional life skills and adaptive behavior
DDA.3.S4	Plan and implement instruction and related services that are both age appropriate and ability appropriate
DDA.3.S5	Use specialized instruction to enhance social participation across environments
DDA.3.S6	Plan systematic instruction based on learner characteristics, interests, and ongoing assessment

## INITIAL SPECIALTY SET: DEVELOPMENTAL DISABILITIES AND AUTISM SPECTRUM

<b>Initial Preparation Standard 4: Assessment</b>	
<b>Knowledge</b>	
DDA.4.K1	Specialized terminology used in the assessment of individuals with developmental disabilities and autism spectrum disorder
DDA.4.K2	Assessments of environmental conditions that promote maximum performance of individuals with developmental disabilities and autism spectrum disorder
DDA.4.K3	Components of assessment for the core areas for individuals with developmental disabilities and autism spectrum disorder
DDA.4.K4	Individual strengths, skills, and learning styles
<b>Skills</b>	
DDA.4.S1	Select, adapt, and use assessment tools and methods to accommodate the abilities and needs of individuals with developmental disabilities and autism spectrum disorder
DDA.4.S2	Develop strategies for monitoring and analyzing challenging behavior and its communicative intent
DDA.4.S3	Conduct functional behavior assessments that lead to development of behavior support plans
<b>Initial Preparation Standard 5: Instructional Planning and Strategies</b>	
<b>Knowledge</b>	
DDA.5.K1	Specialized curriculum designed to meet the needs of individuals with developmental disabilities and autism spectrum disorder
DDA.5.K2	Evidence based career and vocational transition programs for individuals with developmental disabilities and autism spectrum disorder
<b>Skills</b>	
DDA.5.S1	Match levels of support to changing needs of the individual
DDA.5.S2	Implement instructional programs that promote effective communication skills using verbal and augmentative and alternative communication systems
DDA.5.S3	Provide specialized instruction for spoken language, reading, and writing
DDA.5.S4	Use instructional strategies that fall on a continuum of child-directed to adult-directed in natural and structured context
DDA.5.S5	Consistently use proactive strategies and positive behavioral supports
DDA.5.S6	Involve individuals with developmental disabilities and autism spectrum disorder in the transition planning process
DDA.5.S7	Plan for transition needs including linkages to supports and agencies focusing on life-long needs
DDA.5.S8	Provide instruction in community-based settings
DDA.5.S9	Demonstrate transfer, lifting, and positioning techniques
DDA.5.S10	Structure the physical environment to provide optimal learning
DDA.5.S11	Provide instruction in self-regulation
DDA.5.S12	Utilize student strengths to reinforce and maintain social skills
DDA.5.S13	Plan instruction for independent functional life skills and adaptive behavior
DDA.5.S14	Plan and implement instruction and related services that are both age appropriate and ability appropriate
DDA.5.S15	Use specialized instruction to enhance social participation across environments
DDA.5.S16	Plan systematic instruction based on learner characteristics, interests, and ongoing assessment

<b>Initial Preparation Standard 6: Professional Learning and Ethical Practice</b>	
<b>Knowledge</b>	
DDA.6.K1	Definitions and issues related to the identification of individuals with developmental disabilities and autism spectrum disorder
DDA.6.K2	Continuum of placement and services available for individuals with developmental disabilities and autism spectrum disorder
DDA.6.K3	Historical foundations and classic studies of developmental disabilities and autism spectrum disorder
DDA.6.K4	Trends and practices in the field of developmental disabilities and autism spectrum disorder
DDA.6.K5	Theories of behavior problems of individuals with developmental disabilities and autism spectrum disorder
DDA.6.K6	Perspectives held by individuals with developmental disabilities and autism spectrum disorder
DDA.6.K7	Concepts of self-determination, self-advocacy, and community and family support, and impact in the lives of individuals with developmental disabilities and autism spectrum disorder
<b>Skills</b>	
None in addition to the ICSI	
<b>Initial Preparation Standard 7: Collaboration</b>	
<b>Knowledge</b>	
DDA.7.K1	Services, networks, and organizations for individuals, professionals, and families with developmental disabilities and autism spectrum disorder
<b>Skills</b>	
DDA.7.S1	Collaborate with team members to plan transition to adulthood that encourages full community participation



<b>Advanced Preparation Standard 1: Assessment</b>	
<b>Knowledge</b>	
SEDAS.1.K1	Criteria used to diagnose or identify the continuum of developmental disabilities and autism spectrum disorder as defined by the most current version of the <i>Diagnostic and Statistical Manual of Mental Disorders</i>
SEDAS.1.K2	Ethical implications and obligations related to diagnosis and identification of individuals with developmental disabilities and autism spectrum disorder
SEDAS.1.K3	Comprehensive assessment, including specialized terminology and assessment tools
SEDAS.1.K4	Importance of ongoing evaluation of strengths and needs in varied contexts
SEDAS.1.K5	Conditions for individuals who are dually diagnosed with developmental disabilities and autism spectrum disorder and/or mental health disorders
SEDAS.1.K6	Comprehensive transition assessment, including identification of external agency assessment sharing
<b>Skills</b>	
SEDAS.1.S1	Describe the core and associated characteristics of individuals with developmental disabilities and autism spectrum disorder
SEDAS.1.S2	Describe the distinguishing features of disorders on the autism spectrum
SEDAS.1.S3	Identify conditions that co-exist between developmental disabilities and autism spectrum disorder
SEDAS.1.S4	Conduct nonbiased assessment
SEDAS.1.S5	Use information from assessments and educational records to design instruction
SEDAS.1.S6	Collect, interpret, and use data to document outcomes for individuals with developmental disabilities and autism spectrum disorder, and change programming as indicated with family and team
SEDAS.1.S7	Share a thorough profile of individuals with developmental disabilities and autism spectrum disorders with families and with current and future educational teams
SEDAS.1.S8	Conduct functional behavioral assessments to determine what initiates and maintains a challenging or interfering behavior
SEDAS.1.S9	Uses assessment information from a variety of school and external agency resources to make transition recommendations
SEDAS.1.S10	Articulate awareness of and the effect of mental health disorders on individuals with developmental disabilities and autism spectrum disorder in collaborating with family and colleagues
<b>Advanced Preparation Standard 2: Curricular Content Knowledge</b>	
<b>Knowledge</b>	
SEDAS.2.K1	Benefits of low- through high-technology supports across all areas of development
SEDAS.2.K2	Criteria for evaluating effectiveness of interventions and strategies with individuals with developmental disabilities and autism spectrum disorder
<b>Skills</b>	
None specified	

<b>Advanced Preparation Standard 3: Programs, Services, and Outcomes</b>	
<b>Knowledge</b>	
SEDAS.3.K1	General education curriculum and supports to facilitate the success of individuals with developmental disabilities and autism spectrum disorder
SEDAS.3.K2	Range of environmental supports that maximize learning for individuals with developmental and disabilities and autism spectrum disorder
SEDAS.3.K3	Ways to modify verbal and nonverbal communication and instructional behavior to meet the needs of individuals with developmental disabilities and autism spectrum disorder
SEDAS.3.K4	Activities and techniques for developing independent living skills
<b>Skills</b>	
SEDAS.3.S1	Apply inclusive principles in the education of individuals with developmental disabilities and autism spectrum disorder
SEDAS.3.S2	Develop and implement transition plans for individuals with developmental disabilities and autism spectrum disorder between settings and across the life span
SEDAS.3.S3	Identify match between job requirements and individual skills, preferences, and characteristics
SEDAS.3.S4	Provide individuals with multiple job experiences
SEDAS.3.S5	Implement instructional strategies that promote the generalization of skills across domains and settings
SEDAS.3.S6	Arrange program environments to facilitate spontaneous communication
SEDAS.3.S7	Design and implement instruction that promotes effective communication and social skills for individuals with developmental disabilities and autism spectrum disorder
SEDAS.3.S8	Provide varied instruction and opportunity to learn play and leisure skills
SEDAS.3.S9	Create opportunities and provide supports for individuals to organize and maintain personal materials across environments
SEDAS.3.S10	Organize the curriculum to integrate individuals' special interests and materials, activities, and routines across curriculum
SEDAS.3.S11	Identify evidence-based strategies to increase self-awareness and ability to self-regulate
SEDAS.3.S12	Identify evidence-based strategies to increase an individual's self-determination of activities, services, and preferences
SEDAS.3.S13	Design and implement program activities and techniques for developing independent living skills
SEDAS.3.S14	Plan and implement individualized and intensive programming that matches individual needs
<b>Advanced Preparation Standard 4: Research and Inquiry</b>	
<b>Knowledge</b>	
SEDAS.4.K1	Current etiology and practice-based research specific to developmental disabilities and autism spectrum disorder
<b>Skills</b>	
SEDAS.4.S1	Interpret and relay research field in layperson terms or jargon-free language
SEDAS.4.S2	Remain informed of current research, legislation, and debate concerning developmental disabilities and autism spectrum disorder

<b>Advanced Preparation Standard 5: Leadership and Policy</b>	
<b>Knowledge</b>	
SEDAS.5.K1	Electronic, print, and organizational resources on developmental disabilities and autism spectrum disorder
<b>Skills</b>	
SEDAS.5.S1	Prepare personnel and community members for interaction with individuals with developmental disabilities and autism spectrum disorder
SEDAS.5.S2	Promote high expectations for self, staff, and individuals with exceptional learning needs
SEDAS.5.S3	Provide structure, ongoing training, and support to families, professionals, and paraprofessionals
SEDAS.5.S4	Oversee and monitor routines, schedules, and sequences of events and activities
SEDAS.5.S5	Act as a positive role model for the acceptance, treatment, and interaction with individuals with developmental disabilities and autism spectrum disorder and their families
<b>Advanced Preparation Standard 6: Professional and Ethical Practice</b>	
<b>Knowledge</b>	
SEDAS.6.K1	Effect of core and associated characteristics of developmental disabilities and autism spectrum disorder on family dynamics and functioning
SEDAS.6.K2	Social and ethical issues that affect the education of individuals with developmental disabilities and autism spectrum disorder, families, and professionals
<b>Skills</b>	
SEDAS.6.S1	Teach others to actively engage individuals with developmental disabilities and autism spectrum disorder in individualized education and life planning
SEDAS.6.S2	Teach others to use individual strengths to reinforce and maintain skills
SEDAS.6.S3	Model use and implementation of assistive technology and augmentative or alternative communication to aid in comprehension and level of engagement of individuals with developmental disabilities and autism spectrum disorder
SEDAS.6.S4	Mentor others to teach unstated rules and customs that govern social behavior
SEDAS.6.S5	Provide professional service through leadership in the field of developmental disabilities and autism spectrum disorder
SEDAS.6.S6	Provide service to the profession through leadership activities in professional organizations
<b>Advanced Preparation Standard 7: Collaboration</b>	
<b>Knowledge</b>	
None in addition to the ACSI	
<b>Skills</b>	
SEDAS.7.S1	Coordinate processes that encourage collaboration needed for transition between settings
SEDAS.7.S2	Provide leadership in collaborating with individuals and families around issues of sexuality
SEDAS.7.S3	Collaborate with families and other team members in nonjudgmental ways to make informed decisions about interventions and life planning
SEDAS.7.S4	Promote collaborative practices that respect individual family culture, dynamics, and values, and the effect the diagnosis may have on the family
SEDAS.7.S5	Connect families and professionals to educational and community resources

**Gifted Add-on Endorsement Program**  
**2020-2025 NEFEC**  
**School Board Approval for Five-Year Renewal Period**

The NEFEC Gifted Add-on Endorsement Program 2020-2025 has been substantially revised to completely replace all Gifted Endorsement Programs approved previously by NEFEC participating districts.

The newly written NEFEC Gifted Add-on Endorsement Program 2020-2025 includes:

- Updated FLDOE Gifted program Topics, Specific Objectives, and Key Questions
- Alignment with most current 2013 NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education.
- Revised narratives to align with add-on program content expectations
- Revised Components aligned to FLDOE Topics and Objectives
- Revised Matrix to clearly demonstrate the NEFEC Gifted Add-on Endorsement Program will lead to mastery for participants taking courses.



# NEFEC GIFTED Add-On Endorsement Program 2020-2025

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

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

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# **GIFTED ADD-ON ENDORSEMENT PROGRAM**

## **PROGRAM RATIONALE AND PURPOSE**

The North East Florida Educational Consortium (NEFEC) is comprised of fifteen small and rural school districts in the northeast part of the state. Additionally, FSU Lab School, Hernando, Madison, and Monroe districts subscribe to the NEFEC Instructional Program and are covered under this endorsement program.

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 NEFEC Gifted Add-on Endorsement Program is offered through the NEFEC eLearning Network as a fully online program. By utilizing the NEFEC eLearning program, teachers have access to these courses when time out of the classroom and distance to attend professional learning opportunities are often barriers in rural districts. The endorsement courses are in a self-paced, online format designed so that each participant dialogues with the course facilitator. Through the eLearning program management tool and email, facilitators and participants discuss implementation, and the facilitator becomes the gatekeeper for quality control. If a participant's response is faulty, not detailed enough, or lacks the superior quality required, the facilitator responds and requires more from the participant. It is through this meaningful dialogue that learning is demonstrated, and quality is maintained for all learners, at any given time or location for the educator.

The traditional face-to-face training for teachers needing Gifted credit is often problematic due to the distances teachers must travel from these rural areas. Therefore, the NEFEC districts are able to utilize the NEFEC eLearning Network and other online courses for Gifted Endorsement that are of exemplary quality and 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 add-on endorsement 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.

### **A. NEED FOR PROGRAM**

During the previous five years (2015-2020), approximately 70 teachers within the NEFEC's eighteen participating districts have earned the Gifted Add-on Endorsement. While the number of districts with out-of-field teachers in gifted classrooms is low, the need for the NEFEC Gifted Endorsement Add-on Program is evident with a minimum of 55 teachers projected to add this endorsement to their teaching certification over the next five years.

District	Gifted Endorsement 2015-2020	Currently Out-of-Field in Gifted	Projected Need for Gifted Endorsement 2020-2025
Baker	0	0	1
Bradford	4	0	2
Columbia	1	0	8
Dixie	0	0	2
Flagler	20	0	15
FSDB	0	0	0
FSU Lab	2	0	0
Gilchrist	2	0	1
Hamilton	0	0	1
Hernando	12	8	10
Lafayette	0	0	1
Levy	0	0	0
Madison	0	0	0
Monroe	3	0	3
PK Yonge	3	0	1
Putnam	10	4	4
Suwannee	13	0	5
Union	0	1	1

## B. CLIENT SATISFACTION DATA

Course		2015-2016	2016-2017	2017-2018	2018-2019	2019-Feb2020
Nature and Needs	Participants who were satisfied	44	36	59	65	9
	Total Participants	52	38	64	69	10
	Percent Satisfied	85%	95%	92%	94%	90%
Guidance and Counseling	Participants who were satisfied	43	73	56	74	64
	Total Participants	44	74	56	74	65
	Percent Satisfied	98%	99%	100%	100%	98%
Theory & Development	Participants who were satisfied	69	67	52	94	0
	Total Participants	69	69	53	96	0
	Percent Satisfied	100%	97%	98%	98%	
Education of Special Populations	Participants who were satisfied	51	68	49	79	64
	Total Participants	52	70	51	82	64
	Percent Satisfied	98%	97%	96%	96%	100%
Curriculum & Instructional Strategies	Participants who were satisfied	80	71	59	102	73
	Total Participants	86	72	63	103	73
	Percent Satisfied	93%	99%	94%	99%	100%



## **PROGRAM CONTENT/CURRICULUM COMPETENCIES**

### **A. COMPETENCIES**

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 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: NATURE AND NEEDS**

Participants will develop an awareness of their essential role of collaboration to support students who are gifted and the historical foundation of gifted education. Participants will understand the characteristics, needs, and unique challenges of the student who is gifted and differences to respond to the needs of individuals with gifts and talents, the process of screening and identifying students who are gifted, and gain a knowledge of issues involved with planning, developing, and implementing services for students who are gifted.

#### **COMPETENCY 2.0: CURRICULUM AND INSTRUCTIONAL STRATEGIES FOR TEACHING GIFTED STUDENTS**

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. Participants will design engaging, authentic, and challenging units of instruction for gifted learners that incorporate technology, differentiation, assessments, and products.

#### **COMPETENCY 3.0: GUIDANCE AND COUNSELING FOR THE GIFTED**

Participants will develop an awareness of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom. Participants will understand holistic developmental characteristics of gifted children, will be able to identify risk factors related to gifted students, and will be to support social skills, career exploration, and leadership development of gifted students.

#### **COMPETENCY 4.0: EDUCATION OF SPECIAL POPULATIONS OF GIFTED STUDENTS**

Participants will examine the many misconceptions of what it means to be gifted as well as the challenges and issues that face the diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. They will gain an understanding 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 of education. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students.

#### **COMPETENCY 5.0: THEORY AND DEVELOPMENT OF CREATIVITY**

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.

### **B. SPECIALIZATION**

#### **6A-4.01791 Specialization Requirements for the Gifted Endorsement – Academic Class Beginning July 1, 1992.**

- (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;
  - (e) Theory and development of creativity to include elements of creativity such as fluency, flexibility, originality, and elaboration.

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

### **C. NATIONALLY RECOGNIZED GUIDELINES**

The content and activities associated with each course of the NEFEC Gifted Add-on Endorsement Program is aligned with the 2013 NAGC – CEC Teacher Preparation Standards in Gifted and Talented Education.

The National Association for Gifted Children (NAGC), the Council for Exceptional Children (CEC), and the Association for the Gifted (TAG) worked collaboratively to develop these nationally recognized standards for teacher preparation programs in gifted and talented education. The standards reflect current thinking in gifted education and bring coherence to teacher education programs throughout the United States.

National Association for Gifted Children (NAGC) <https://www.nagc.org/>

NAGC is an organization of parents, educators, other professionals and community leaders who unite to address the unique needs of children and youth with demonstrated gifts and talents as well as those children who may be able to develop their talent potential with appropriate educational experiences.

The Council for Exceptional Student Education (CEC) <https://www.cec.sped.org/>

CEC is the national organization which promotes quality in programs for exceptional students and has a long history of involvement in accreditation of personnel preparation programs.

Association for the Gifted (TAG) <http://cectag.com/>

TAG is a Division of CEC and is a leading voice for special and gifted education. CEC-TAG establishes professional standards for teacher preparation for the field, develops initiatives to improve gifted education practice, and ensures that the needs of children and youth with exceptionalities are met in educational legislation.

## D. GIFTED Endorsement Competency Paths 2020-2025

Competency 1 / Component # 1-106-006 / 60 Hours		
Course	Provider	Delivery
Nature and Needs 2025	NEFEC	Online
Nature and Needs of Students Who Are Gifted	FDLRS Centers <sup>1</sup>	Varies
Gifted: Nature and Needs	Beacon Educator	Online
Nature and Needs of Gifted	Shultz Center	Online
Nature and Needs of Gifted Students No. FL-GT-ED-241	Literacy Solutions and More, Inc.	Online
EGI 50xx/60xx Nature & Needs of the Gifted	Florida University System <sup>2</sup>	Varies
Competency 2 / Component # 1-106-007 / 60 Hours		
Course	Provider	Delivery
Curriculum and Instructional Strategies for Teaching Gifted Students 2025	NEFEC	Online
Curriculum Development for the Gifted	FDLRS Centers <sup>1</sup>	Varies
Gifted: Curriculum and Instructional Strategies	Beacon Educator	Online
Curriculum Development for the Gifted	Shultz Center	Online
Curriculum and Instruction for Teaching Gifted Students: Strategies, Procedures, and Methods No. FL-GT-ED-267	Literacy Solutions and More, Inc.	Online
EGI 62xx Advanced Educational Strategies in Gifted Education	Florida University System <sup>2</sup>	Varies
Competency 3 / Component # 1-106-008 / 60 Hours		
Course	Provider	Delivery
Guidance and Counseling for the Gifted 2025	NEFEC	Online
Guidance and Counseling for the Gifted		Varies
Gifted: Guidance and Counseling	Beacon Educator	Online
Guidance and Counseling for the Gifted	Shultz Center	Online
Guidance Counseling of Gifted and Talented Students No. FL-GT-ED-270	Literacy Solutions and More, Inc.	Online
EGI 64xx Consultation, Collaboration and Guidance in Gifted Education	Florida University System <sup>2</sup>	Varies
Competency 4 / Component # 1-106-009 / 60 Hours		
Course	Provider	Delivery
Education of Special Populations of Gifted Students 2025	NEFEC	Online
Education of Special Populations of Gifted Students	FDLRS Centers <sup>1</sup>	Varies
Gifted: Educating Special Populations	Beacon Educator	Online
Special Populations of Gifted	Shultz Center	Online
Educating Special Populations of Gifted Students No. FL-GT-ED-271	Literacy Solutions and More, Inc.	Online
EGI 69xx Seminar in / EGI 62xx Education of Special Populations of Gifted	Florida University System <sup>2</sup>	Varies
Competency 5 / Component # 1-106-010 / 60 Hours		
Course	Provider	Delivery
Theory and Development of Creativity 2025	NEFEC	Online
Theory and Development of Creativity	FDLRS Centers <sup>1</sup>	Varies
Gifted: Theory and Development of Creativity	Beacon Educator	Online
Theory and Development of Creativity	Shultz Center	Online
Theory and Development of Creativity: Practices that Nurture Creativity in the Gifted and Talented No. FL-GT-ED-272	Literacy Solutions and More, Inc.	Online
EGI 53xx/63xx Theory & Development of Creativity	Florida University System <sup>2</sup>	Varies

<sup>1</sup> Teachers would contact their district to see if their local FDLRS Center is offering the Gifted Endorsement courses.

<sup>2</sup> Equivalent or higher-level college credit from an accredited institution of higher education may be used to satisfy component requirements; credit hours can be converted to inservice points (See Transfer and Utilization of Credit).

## INSTRUCTIONAL DESIGN AND DELIVERY

### A. 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 listed here:

Instructional Strands	Topics	
Nature and Needs	<ol style="list-style-type: none"> <li>1. Defining Giftedness and Exploring Foundations</li> <li>2. Understanding Giftedness</li> </ol>	<ol style="list-style-type: none"> <li>3. Identifying the Gifted</li> <li>4. Educating the Gifted</li> <li>5. Managing Gifted Services</li> </ol>
Curriculum and Instructional Strategies for Teaching Gifted Students	<ol style="list-style-type: none"> <li>1. Key Terms and Concepts</li> <li>2. Programs and State Standards</li> <li>3. Principles of DI and UDL</li> <li>4. Curriculum Models</li> <li>5. Curriculum and Instructional Strategies</li> <li>6. Selecting Resources, Materials and Technology</li> </ol>	<ol style="list-style-type: none"> <li>7. Instructional Needs and Strategies</li> <li>8. Designing Units of Instruction</li> <li>9. Providing a Continuum of Services</li> <li>10. Students Outcomes and Educational Plan</li> <li>11. Communicating and Advocating Effectively</li> <li>12. Program Evaluation</li> </ol>
Guidance and Counseling for the Gifted	<ol style="list-style-type: none"> <li>1. Understanding the Gifted</li> <li>2. Developmental Characteristics of Gifted Children</li> <li>3. Phenomenological Experience of Being Gifted</li> <li>4. Strengths and Vulnerabilities</li> <li>5. Personality Variance of the Gifted and Highly Gifted</li> <li>6. Special Populations</li> </ol>	<ol style="list-style-type: none"> <li>7. From Risk to Resiliency</li> <li>8. Opportunities in Educational Placement</li> <li>9. Counseling, Guidance, and Career Placement</li> <li>10. Supporting Social Skills and Leadership</li> <li>11. Advocates for the Gifted</li> <li>12. Parenting the Gifted Child and Family Dynamics</li> </ol>
Education of Special Populations of Gifted Students	<ol style="list-style-type: none"> <li>1. Identification of Special Populations of Gifted Students</li> <li>2. Diverse Types of Gifted Students</li> <li>3. Multicultural Gifted Education: Incidence of Special populations of Gifted</li> <li>4. Ethnicity</li> <li>5. Linguistic Diversity</li> <li>6. Underachievement</li> </ol>	<ol style="list-style-type: none"> <li>7. Socio-economic and Educational Disadvantage</li> <li>8. Twice-Exceptional Students</li> <li>9. Diverse Family Structures and Pressures</li> <li>10. Gender and LGBTQ+</li> <li>11. Age: Young Gifted and Highly Gifted</li> <li>12. Evaluation of Effective Programs for Special Populations of Gifted Students</li> </ol>
Theory and Development of Creativity	<ol style="list-style-type: none"> <li>1. Valuing Creativity</li> <li>2. Defining Creativity</li> <li>3. Developing and Nurturing Creativity</li> </ol>	<ol style="list-style-type: none"> <li>4. Measuring Creativity and Assessing Creative Outcomes</li> <li>5. Personalization and Commitment to Creativity</li> </ol>

## B. INSERVICE CODES

PRIMARY PURPOSE	IMPLEMENTATION METHODS
A. Add-on Endorsement B. Alternative Certification C. Florida Educators Certificate Renewal D. Other Professional Certificate/License Renewal E. Professional Skills Building – Non-Instructional F. W. Cecil Golden Professional Development Program for School Leaders G. Approved District Leadership Development Program H. No Certification, Job Acquisition, or Retention Purposes	M. Structured Coaching/Mentoring N. Independent Learning/Action Research O. Collaborative Planning P. Participant Product Q. Lesson Study R. Electronic, Interactive S. Electronic, Non-Interactive T. Evaluation of Practice
LEARNING (DELIVERY) METHODS	EVALUATION (STAFF/PARTICIPANT)
A. Knowledge Acquisition B. Electronic, Interactive C. Electronic, Non-Interactive D. Learning Community/Lesson Study Group F. Independent Inquiry G. Structured Coaching/Mentoring H. Implementation of “High Effect” Practice(s) I. Job Embedded J. Deliberate Practice K. Problem Solving Process	A. Changes in Instructional or Learning Environment Practices B. Changes in Instructional Leadership or Faculty Development Practices C. Changes in Student Services/Support Practices D. Other Changes in Practices E. Fidelity of Implementation of the Professional Learning Process F. Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives G. Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present
FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (FEAP)	EVALUATION (STUDENTS)
A. Quality of Instruction A1. Instructional Design and Lesson Planning A2. The Learning Environment A3. Instructional Delivery and Facilitation A4. Assessment B. Continuous Improvement, Responsibility and Ethics B1. Continuous Professional Improvement B2. Professional Responsibility and Ethical Conduct	A. Results of State or District-Developed/Standardized Student Growth Measure(s) B. Results Of School/Teacher-Constructed Student Growth Measure(s) That Track Student Progress C. Portfolios of Student Work D. Observation of Student Performance F. Other Performance Assessment(s) G. Did Not Evaluate Student Outcomes (evaluated with staff evaluation) Z. Did Not Evaluate Student Outcomes

## C. TRAINING COMPONENTS

## **NATURE AND NEEDS 2025**

### **COMPONENT NUMBER: 1-106-006**

Function: 1 – Subject Content/Academic Standards

Focus Area: 106 – Gifted and Talented

Local Sequence Number: 006

### **POINTS TO BE EARNED: 60**

#### **DESCRIPTION:**

Nature and Needs 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.

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.

#### **LINKS TO PRIORITY INITIATIVES**

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous Improvement practices
- ☒ Digital Learning/Technology Infusion
- ☒ Instructional design and lesson planning
- ☒ Learning environment (as per FEAPS standards)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements

#### **FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT**

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input checked="" type="checkbox"/> 2.1.1	<input checked="" type="checkbox"/> 3.1.1
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5	<input checked="" type="checkbox"/> 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5	<input checked="" type="checkbox"/> 3.2.4, 3.2.5, 3.2.7, 3.2.8, 3.2.9
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.1, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.4.4	<input checked="" type="checkbox"/> 3.4.5, 3.4.6

**IMPACT AREA(S):**

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

Repetitive practice leading to changes in proficiency of educator or leader on the job

Tracking improvements in student learning growth supported by the professional learning

**COMPETENCY 1.0**

Participants will develop an awareness of their essential role of collaboration to support students who are gifted and the historical foundation of gifted education. Participants will understand the characteristics, needs, and unique challenges of the student who is gifted and differences to respond to the needs of individuals with gifts and talents, the process of screening and identifying students who are gifted, and gain a knowledge of issues involved with planning, developing, and implementing services for students who are gifted.

**TOPICS:**

1. Defining Giftedness and Exploring Foundations
2. Understanding Giftedness
3. Identifying the Gifted
4. Educating the Gifted
5. Managing Gifted Services

**SPECIFIC OBJECTIVES:**

1. Describe the importance, implications, and benefits of gifted education for students and society through the identification of key philosophies, theories, and research. (Topic 1)
2. Demonstrate an understanding of major historical and contemporary trends that influence gifted education. (Topic 1)
3. Demonstrate knowledge of the historical, national, and state definitions of giftedness. (Topic 1)
4. Demonstrate knowledge of the current criteria for gifted eligibility and placement in Florida. (Topic 1)
5. Identify cognitive and affective characteristics of learners who are gifted, including those from diverse backgrounds. (Topic 2)
6. Identify the needs and challenges associated with common gifted characteristics. (Topic 2)
7. Compare and contrast the cognitive, social, emotional, experiential, and economic factors in supporting or inhibiting the development of giftedness. (Topic 2)
8. Understand the role of societal, cultural, emotional, experiential, and economic factors in supporting or inhibiting the development of giftedness. (Topic 2)
9. Identify issues related to the identification of students who may be gifted. (Topic 3)
10. Examine district screening practices and identification procedures. (Topic 3)
11. Recognize contents, uses, limitations, and interpretation of multiple assessments for the screening and identification of learners who are gifted, including students from diverse backgrounds. (Topic 3)
12. Examine how gifted services differ from education services with regard to curriculum, instruction, grouping, and learning environment. (Topic 4)



13. Analyze the relationship among gifted programming, differentiation, and identification criteria. (Topic 4)
14. Prioritize the educational needs of individual students who are gifted based on cognitive and affective characteristics and present levels of educational performance. (Topic 4)
15. Compare and contrast different service delivery models for students who are gifted and the relationship of the level of need for differentiation to placement on a continuum of services. (Topic 4)
16. Describe the characteristics and competencies of effective teachers of students who are gifted. (Topic 4)
17. Identify laws, regulations, and official documents that directly impact students who are gifted and services in Florida, including the relationship between exceptional student education and gifted programs. (Topic 5)
18. Identify and interpret implications of current research that impacts gifted education. (Topic 5)
19. Demonstrate an understanding of the teacher's responsibility for record keeping, including developing a suitable educational plan (EP) for an individual learner who is gifted. (Topic 5)
20. Examine the importance and role of the parent, teacher, and student in advocating for the gifted. (Topic 5)

#### **PRIMARY PURPOSE: B-ALTERNATIVE CERTIFICATION**

#### **LEARNING PROCEDURES (METHODS):**

Participants will be engaged in one or more of the following types of professional learning activities.

**Learning Methods Code:** A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

#### **WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?**

##### **Educators will:**

- Participate in discussions based on facilitator's presentation
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

#### **HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?**

Participants will be engaged in one of the following delivery methods:

- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

## **KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:**

Participants will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Demonstrate and apply newly acquired knowledge and skills through assigned activities
- Participate in online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

## **IMPLEMENTATION/MONITORING PROCEDURES**

**Implementation/Monitoring Code:** M-Structured Coaching/Mentoring, N-Independent Learning/Action Research, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive) *Select the appropriate method of implementation*

**Implementation Support:** Depending on method of implementation, participants will:

- Review practices related to professional learning content for use in job-related responsibilities
- Receive continuous feedback through collaborative planning and structured on-site support, i.e. peer teachers, coaches, and school administrators.
- Complete elements of their individual implementation agreements

**Monitoring Procedures:** Online facilitator support provides ongoing feedback to participants; structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.

**IMPACT EVALUATION PROCEDURES:** G: Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present

**Evaluation Methods for Staff Code:** A-Changes in Instructional Practice, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities, E-Fidelity of Implementation of the Professional Learning Process, F-Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives, G-Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present

**Evaluation Methods for Students Code:** A-Results of State or District-Developed/Standardized Student Growth Measure(s), B-Results Of School/Teacher-Constructed Student Growth Measure(s), C-Portfolios of Student Work, D-Observation of Student Performance, F-Other Performance Assessment, G-Did Not Evaluate Student Outcomes (evaluated with staff evaluation), Z-Did Not Evaluate Student Outcomes

## **WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?**

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

#### **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

##### **WHAT OTHER FORMS OF EVALUATION DATA WILL BE GATHERED:**

###### **A. WHAT EVALUATION DATA ADDRESSES VALUE OF THE PD DESIGN?**

To evaluate the value of the PD design presented, an evaluation form is accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the facilitator and NEFEC eLearning staff. This information is used as a metric in the NEFEC internal evaluation system for the eLearning instructional programs.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

###### **B. WHAT EVALUATION DATA ADDRESSES QUALITY OF IMPLEMENTATION OF THE PD?**

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant
- Alignment and quality of student artifacts that participants submit
- Quality of instruction that teachers demonstrate
- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans
- Other measures that may be relevant to quality of implementation of PD

###### **C. WHO WILL USE THESE ASPECTS OF PD EVALUATION DATA?**

NEFEC eLearning, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Developed by NEFEC Spring 2020

FEAP: A1, A2, A3, A4

## **CURRICULUM AND INSTRUCTIONAL STRATEGIES FOR TEACHING GIFTED STUDENTS 2025**

### **COMPONENT NUMBER: 1-106-007**

Function: 1 – Subject Content/Academic Standards

Focus Area: 106 – Gifted and Talented

Local Sequence Number: 007

### **POINTS TO BE EARNED: 60**

### **DESCRIPTION**

Curriculum and Instructional Strategies for Teaching Gifted Students 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. Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of the 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.

### **LINKS TO PRIORITY INITIATIVES**

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Continuous Improvement practices
- ☒ Digital Learning/Technology Infusion
- ☒ Instructional design and lesson planning
- ☒ Learning environment
- ☒ Mastery of a specific instructional practice: Instructional Strategies
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Regulatory or compliance requirements

### **FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT**

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input checked="" type="checkbox"/> 2.1.1	<input checked="" type="checkbox"/> 3.1.1
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5	<input checked="" type="checkbox"/> 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5	<input checked="" type="checkbox"/> 3.2.4, 3.2.5, 3.2.7, 3.2.8, 3.2.9
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.1, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.4.4	<input checked="" type="checkbox"/> 3.4.5, 3.4.6

### **IMPACT AREA(S):**

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

Repetitive practice leading to changes in proficiency of educator or leader on the job

Tracking improvements in student learning growth supported by the professional learning

## **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. Participants will design engaging, authentic, and challenging units of instruction for gifted learners that incorporate technology, differentiation, assessments, and products.

### **TOPICS:**

- |  |  |
|--|--|
| 1. Key Terms and Concepts                        | 7. Instructional Needs and Strategies        |
| 2. Programs and State Standards                  | 8. Designing Units of Instruction            |
| 3. Principles of DI and UDL                      | 9. Providing a Continuum of Services         |
| 4. Curriculum Models                             | 10. Students Outcomes and Educational Plan   |
| 5. Curriculum and Instructional Strategies       | 11. Communicating and Advocating Effectively |
| 6. Selecting Resources, Materials and Technology | 12. Program Evaluation                       |

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

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

1. Justify the need to differentiate or adapt instruction to respond to the needs of the gifted learner. (Topic 1)
2. Demonstrate understanding of the terminology used in the development of curriculum for the gifted. (Topic 1)
3. Demonstrate knowledge of the role of the current state and national standards of the general education curriculum and implications for the education of gifted students. (Topic 2)
4. Demonstrate knowledge of the principles of differentiation and Universal Design for Learning (UDL). (Topic 3)
5. Demonstrate the ability to evaluate models for teaching gifted curriculum. (Topic 4)
6. Develop an understanding of the issues of equity and excellence as they relate to gifted. (Topic 5)
7. Demonstrate knowledge of effective instructional strategies and the role of the teacher in implementing these strategies. (Topic 5)
8. Demonstrate the ability to select gifted curriculum and appropriate instructional strategies. (Topic 5)
9. Appreciate the role of assessment as an instructional strategy. (Topic 5)
10. Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted. (Topic 6)
11. Demonstrate the ability to match instructional strategies to individual needs of learners. (Topic 7)
12. Identify the impact of Response to Intervention (RtI) as it pertains to students who are gifted. (Topic 7)
13. Demonstrate the ability to develop a unit of instruction aligning curricular components to Florida State Standards, including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments to meet the cognitive and affective needs of gifted learners. (Topic 8)

14. Demonstrate knowledge of a continuum of services to support the needs and interests of gifted students. (Topic 9)
15. Demonstrate the ability to identify various types of assessments and assessment strategies used before, during, and after instruction that provide evidence of student growth and understanding. (Topic 10)
16. Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP). (Topic 10)
17. 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)
18. Establish criteria to evaluate the effectiveness of the gifted programs at local, district, and state levels based on research-based, valid approaches. (Topic 12)
19. 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 12)
20. Identify areas in which to assess gifted programs based on the unique needs of students who are gifted. (Topic 12)
21. Identify effects of culture and environment as well as family and key stakeholders in gifted programming. (Topic 12)

#### **PRIMARY PURPOSE: B-ALTERNATIVE CERTIFICATION**

#### **LEARNING PROCEDURES (METHODS):**

Participants will be engaged in one or more of the following types of professional learning activities.

**Learning Methods Code:** A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

#### **WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?**

##### **Educators will:**

- Participate in discussions based on facilitator's presentation
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

#### **HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?**

Participants will be engaged in one of the following delivery methods:

- Face-to-face deliver
- Collaborative practice in learning communities
- Online coursework, when available

- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

#### **KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:**

Participants will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Engage in the following activities as appropriate: professional readings, classroom observation, research paper, case study, and/or other activities approved by the instructor.
- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Design and deliver assessments; collect the data and analyze to inform instruction
- Participate in online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

#### **IMPLEMENTATION/MONITORING PROCEDURES**

**Implementation/Monitoring Code:** M-Structured Coaching/Mentoring, N-Independent Learning/Action Research, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive) *Select the appropriate method of implementation*

**Implementation Support:** Depending on method of implementation, participants will:

- Review practices related to professional learning content for use in job-related responsibilities
- Receive continuous feedback through collaborative planning and structured on-site support, i.e. peer teachers, coaches, and school administrators.
- Complete elements of their individual implementation agreements

**Monitoring Procedures:** Facilitator support provides ongoing feedback to participants; when appropriate, structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.

**IMPACT EVALUATION PROCEDURES:** A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

**Evaluation Methods for Staff Code:** A-Changes in Instructional Practice, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities, E-Fidelity of Implementation of the Professional Learning Process, F-Changes in Observed Educator Proficiency in

Implementing Targeted State Standards or Initiatives, G-Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present

**Evaluation Methods for Students Code:** A-Results of State or District-Developed/Standardized Student Growth Measure(s), B-Results Of School/Teacher-Constructed Student Growth Measure(s), C-Portfolios of Student Work, D-Observation of Student Performance, F-Other Performance Assessment, G-Did Not Evaluate Student Outcomes (evaluated with staff evaluation), Z-Did Not Evaluate Student Outcomes

#### **WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?**

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

#### **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

##### **WHAT OTHER FORMS OF EVALUATION DATA WILL BE GATHERED:**

###### **A. WHAT EVALUATION DATA ADDRESSES VALUE OF THE PD DESIGN?**

To evaluate the value of the PD design presented, an immediate evaluation form is accessed electronically. When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the facilitator and NEFEC Instructional Department. For the online courses, the information is used as a metric in the NEFEC internal evaluation system for the eLearning instructional programs.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

###### **B. WHAT EVALUATION DATA ADDRESSES QUALITY OF IMPLEMENTATION OF THE PD?**

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant
- Alignment and quality of student artifacts that participants submit
- Quality of instruction that teachers demonstrate
- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans
- Other measures that may be relevant to quality of implementation of PD

###### **C. WHO WILL USE THESE ASPECTS OF PD EVALUATION DATA?**



NEFEC eLearning, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Developed by NEFEC Spring 2020

FEAP: A1, A2, A3, A4

## **GUIDANCE AND COUNSELING FOR THE GIFTED 2025**

### **COMPONENT NUMBER: 1-106-008**

Function: 1 – Subject Content/Academic Standards

Focus Area: 106 – Gifted and Talented

Local Sequence Number: 008

### **POINTS TO BE EARNED: 60**

#### **DESCRIPTION**

Guidance and Counseling for the Gifted 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. Participants will determine the different characteristics and the affective needs of gifted children; identify risk factors related to gifted students; and support social skills, career exploration, and leadership development of gifted students.

#### **LINKS TO PRIORITY INITIATIVES**

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Continuous Improvement practices
- ☒ Digital Learning/Technology Infusion
- ☒ Instructional design and lesson planning
- ☒ Learning environment
- ☒ Mastery of a specific instructional practice: Instructional Strategies
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Regulatory or compliance requirements

#### **FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT**

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input checked="" type="checkbox"/> 2.1.1	<input checked="" type="checkbox"/> 3.1.1
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5	<input checked="" type="checkbox"/> 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5	<input checked="" type="checkbox"/> 3.2.4, 3.2.5, 3.2.7, 3.2.8, 3.2.9
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.1, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.4.4	<input checked="" type="checkbox"/> 3.4.5, 3.4.6

#### **IMPACT AREA(S):**

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

Repetitive practice leading to changes in proficiency of educator or leader on the job

Tracking improvements in student learning growth supported by the professional learning

### COMPETENCY 3.0

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

Participants will understand holistic developmental characteristics of gifted children, will be able to identify risk factors related to gifted students, and will be to support social skills, career exploration, and leadership development of gifted students.

#### TOPICS:

- |   |  |
|---|--|
| 1. Understanding the Gifted                             | 7. From Risk to Resiliency                         |
| 2. Developmental Characteristics of Gifted Children     | 8. Opportunities in Educational Placement          |
| 3. Phenomenological Experience of Being Gifted          | 9. Counseling, Guidance, and Career Placement      |
| 4. Strengths and Vulnerabilities                        | 10. Supporting Social Skills and Leadership        |
| 5. Personality Variance of the Gifted and Highly Gifted | 11. Advocates for the Gifted                       |
| 6. Special Populations                                  | 12. Parenting the Gifted Child and Family Dynamics |

#### SPECIFIC OBJECTIVE(S):

1. Identify common attitudes, biases, and preconceived expectations held about gifted children by teachers, parents, age-related peers, and throughout American society. (Topic 1)
2. Discuss the many ways these attitudes affect the everyday lives of gifted children and impact educational services available to them. (Topic 1)
3. Identify several current definitions of giftedness. Note the impact each definition has in a school situation, at home and in society at large. (Topic 1)
4. Attain a developmental understanding of gifted individuals across the life span from infancy to adulthood incorporating a holistic perspective (namely: intellectual, physical, social, and spiritual/moral). (Topic 2)
5. Describe how the interaction between the environment and innate capabilities affects productivity throughout life. (Topic 2)
6. Understand the inner experience of gifted children. (Topic 3)
7. Become familiar with Dabrowski's Theory of Positive Disintegration and the importance of Developmental Potential and Overexcitabilities in understanding **the** gifted. (Topic 3)
8. Become cognizant of personality variables that affect the social and emotional well-being of gifted children. (Topic 3)
9. Understand the distinguishing characteristics of emotional and spiritual giftedness. (Topic 3)
10. Understand strengths and vulnerabilities of a gifted individual that originate from within the self. (Topic 4)
11. Understand vulnerabilities that are due to another's reaction to giftedness. (Topic 4)
12. Understand the vulnerabilities that are due to a specific circumstance. (Topic 4)

13. Realize that some researchers further categorize gifted people by IQ scores, into highly and profoundly gifted categories. (Topic 5)
14. Understand that a person who has an I.Q. that is two or more standard deviations above the norm will have greater difficulty finding peers and will be misunderstood by others. (Topic 5)
15. Recognize that a person with an I.Q. two or more standard deviations above the norm is different. (Topic 5)
16. Understand that any grouping of traits for profoundly gifted individuals is merely for convenience of presentation. (Topic 5)
17. Describe the different social and emotional needs of gifted students from special populations, including gender, ethnicity and culture, socioeconomic status, twice exceptional, and underachieving students. (Topic 6)
18. Realize the need for additional or different assessment tools to identify special population students. (Topic 6)
19. Learn how to recognize, understand, and support gifted children with multiple differences. (Topic 6)
20. Identify risk factors and resiliency as related to gifted students. (Topic 7)
21. Enumerate what you can do as a teacher to help students at risk. (Topic 7)
22. List symptoms in children and adults of addiction and physical or sexual abuse. (Topic 7)
23. Read Templeton National Report on Acceleration- A nation deceived: How schools hold back America's brightest students. Vol. 1 and 2. (2004) and A Nation Empowered. Vol. 1 and 2 (2015) Colangelo, N., Assouline, S., & Gross, M. (Topic 8)
24. Understand two categories of acceleration - grade based and subject based - and list 18 acceleration options that respond to gifted students' academic needs and support their social and emotional well-being. (Topic 8)
25. Compare and contrast Florida's Acceleration Statute 1002.3105 f. s. with your district's schools' policies and activities for acceleration. (Topic 8)
26. Recognize home-schooling as a positive option for some gifted students and families. (Topic 8)
27. Be aware of myths, fears and expectations of teachers and administrators that hold back students and the research that responds to these concerns. (Topic 8)
28. Understand the need for supportive services for gifted individuals due to the complexity and sensitivity of their nature. (Topic 9)
29. Recognize that a counselor, therapist, or psychologist must be educated in the gifted field so not to misdiagnosis common characteristics of gifted individuals as pathology. (Topic 9)
30. Realize counseling provides empathy and partnership in times of need. (Topic 9)
31. Identify activities and resources to assist K-12 students who are gifted in planning for further education, career, or life choices. (Topic 9)

32. Recognize that guidance and career counseling support gifted individuals in decision-making for positive life choices. (Topic 9)
33. Learn how to help students develop social skills and inspire leadership. (Topic 10)
34. Support gifted children's experience of global interconnectedness and personal responsibility to take action. (Topic 10)
35. Realize that a primary need in life is to belong. (Topic 10)
36. Help gifted children to appreciate that their profound sensitivity and empathy can be channeled to help humankind. (Topic 10)
37. Recognize that perceptivity, empathy, ethics, values, integrity, and leadership are related. (Topic 10)
38. Acquire and refine the knowledge and skills needed to advocate for gifted learners. (Topic 11)
39. Identify how parent, teacher, and educational advocates can positively affect gifted services and programming. (Topic 11)
40. Identify advocacy issues, needs, resources, educational laws, skills, and strategies. (Topic 11)
41. Support the necessity of self-advocacy by gifted students. (Topic 11)
42. Understand that gifted children naturally have unique needs that parents are challenged to address daily. (Topic 12)
43. Recognize that parents of gifted children need guidance and support to respond suitably to additional needs and demands of their children. (Topic 12)
44. Realize that parents of gifted children may experience isolation from other parents due to other's lack of understanding; societal expectations and myths; jealousy; competition; and lack of acceptance that gifted children have special needs. (Topic 12)
45. Understand the significance of the quote from Mr. Rogers: "The best parents can do for children is to listen to them." (Topic 12)

#### **PRIMARY PURPOSE: B-ALTERNATIVE CERTIFICATION**

#### **LEARNING PROCEDURES (METHODS):**

Participants will be engaged in one or more of the following types of professional learning activities.

**Learning Methods Code:** A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

#### **WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?**

##### **Educators will:**

- Participate in discussions based on instructor's presentation
- Discuss and apply research-based practices
- Engage in research for web-based resources

- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

#### **HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?**

Participants will be engaged in one of the following delivery methods:

- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

#### **KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:**

Participants will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Participate in online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

#### **IMPLEMENTATION/MONITORING PROCEDURES**

**Implementation/Monitoring Code:** M-Structured Coaching/Mentoring, N-Independent Learning/Action Research, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive) *Select the appropriate method of implementation*

**Implementation Support:** Depending on method of implementation, participants will:

- Review practices related to professional learning content for use in job-related responsibilities
- Receive continuous feedback through collaborative planning and structured on-site support, i.e. peer teachers, coaches, and school administrators.
- Complete elements of their individual implementation agreements

**Monitoring Procedures:** Online facilitator support provides ongoing feedback to participants; structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.

**IMPACT EVALUATION PROCEDURES:** A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

**Evaluation Methods for Staff Code:** A-Changes in Instructional Practice, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities, E-Fidelity of Implementation of the Professional Learning Process, F-Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives, G-Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present

**Evaluation Methods for Students Code:** A-Results of State or District-Developed/Standardized Student Growth Measure(s), B-Results Of School/Teacher-Constructed Student Growth Measure(s), C-Portfolios of Student Work, D-Observation of Student Performance, F-Other Performance Assessment, G-Did Not Evaluate Student Outcomes (evaluated with staff evaluation), Z-Did Not Evaluate Student Outcomes

#### **WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?**

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

#### **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

##### **WHAT OTHER FORMS OF EVALUATION DATA WILL BE GATHERED:**

###### **A. WHAT EVALUATION DATA ADDRESSES VALUE OF THE PD DESIGN?**

To evaluate the value of the PD design presented, an immediate evaluation form is accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the facilitator and NEFEC eLearning staff. This information is used as a metric in the NEFEC internal evaluation system for the eLearning instructional programs.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

###### **B. WHAT EVALUATION DATA ADDRESSES QUALITY OF IMPLEMENTATION OF THE PD?**

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant
- Alignment and quality of student artifacts that participants submit
- Quality of instruction that teachers demonstrate
- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

**C. WHO WILL USE THESE ASPECTS OF PD EVALUATION DATA?**

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Developed by NEFEC Spring 2020

FEAP: A1, A2, A3, A4



## EDUCATION OF SPECIAL POPULATIONS OF GIFTED STUDENTS 2025

### COMPONENT NUMBER: 1-106-009

Function: 1 – Subject Content/Academic Standards

Focus Area: 106 – Gifted and Talented

Local Sequence Number: 009

### POINTS TO BE EARNED: 60

#### DESCRIPTION

Education of Special Populations of Gifted Students 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. It incorporates 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. It examines policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students.

#### LINKS TO PRIORITY INITIATIVES

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous Improvement practices
- ☒ Digital Learning/Technology Infusion
- ☒ Instructional design and lesson planning
- ☒ Learning environment (as per FEAPS standards)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements

#### FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input checked="" type="checkbox"/> 2.1.1	<input checked="" type="checkbox"/> 3.1.1
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5	<input checked="" type="checkbox"/> 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5	<input checked="" type="checkbox"/> 3.2.4, 3.2.5, 3.2.7, 3.2.8, 3.2.9
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.1, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.4.4	<input checked="" type="checkbox"/> 3.4.5, 3.4.6

#### IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

Repetitive practice leading to changes in proficiency of educator or leader on the job

Tracking improvements in student learning growth supported by the professional learning

## **COMPETENCY 4.0**

Participants will examine the many misconceptions of what it means to be gifted as well as the challenges and issues that face the diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. They will gain an understanding 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 of education. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students.

### **TOPICS:**

- |   |   |
|---|---|
| 1. Identification of Special Populations of Gifted Students                   | 7. Socio-economic and Educational Disadvantage                                  |
| 2. Diverse Types of Gifted Students   | 8. Twice-Exceptional Students   |
| 3. Multicultural Gifted Education: Incidence of Special populations of Gifted | 9. Diverse Family Structures and Pressures                                      |
| 4. Ethnicity  | 10. Gender and LGBTQ+   |
| 5. Linguistic Diversity   | 11. Age: Young Gifted and Highly Gifted   |
| 6. Underachievement   | 12. Evaluation of Effective Programs for Special Populations of Gifted Students |

### **SPECIFIC OBJECTIVES:**

1. Demonstrate knowledge of Plan B (Florida Statutes and State Board of Education Rules, 6A. - 6.03019 Special Instructional Programs for Students Who are Gifted) and 6A. -6. 03313 (Procedural Safeguards for Exceptional Students Who are Gifted). (Topic 1)
2. Demonstrate Knowledge of alternative assessments and non-traditional screening, and evaluation appropriate for use with students from special populations. (Topic 1)
3. Match appropriate screening and identification procedures with the needs of special populations. (Topic 1)
4. Within the broad spectrum of giftedness in the general population, identify subgroups and underserved populations. (Topic 2)
5. Understand the learning needs and challenges of diverse types of gifted students. (Topic 2)
6. Identify the unique needs of gifted girls, culturally diverse, rural, those with disabilities, underachieving, highly gifted, young gifted students, and disadvantaged gifted students. (Topic 2)
7. Examine the challenges of finding gifted students from underserved populations. (Topic 2)
8. Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations. (Topic 2)
9. Examine the nature of giftedness in relation to multicultural principles and underserved populations. (Topic 3)
10. Acquire knowledge of diversity focus of national standards in gifted education. (Topic 3)
11. Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations. (Topic 3)
12. Examine personal cultural competencies. (Topic 3)

13. Understand the impact of global diversity issues in education of gifted students from diverse ethnic perspectives. (Topic 4)
14. Examine the rights and perspectives of diverse ethnic religions of gifted students and first amendment issues. (Topic 4)
15. Identify the characteristics of specific ethnic groups of gifted students. (Topic 4)
16. Develop an awareness of and demonstrate teaching strategies for addressing the needs of specific ethnic groups. (Topic 4)
17. Understand the characteristics and needs of linguistic minority gifted students. (Topic 5)
18. Appreciate and incorporate the cultural and linguistic perspectives of gifted students who are bilingual or multilingual into curriculum. (Topic 5)
19. Examine policies and procedures for working with gifted LEP (Limited English Proficient) or EL (English Learners) students. (Topic 5)
20. Examine ways to identify high potential linguistic minority students. (Topic 5)
21. Identify strategies to effectively work with linguistic minority students. (Topic 5)
22. Identify strategies to effectively work with linguistically diverse gifted students and those who are classified as LEP or EL students. (Topic 5)
23. Examine the impact of cultural, ethical, and educational norms and expectations on underachievement in gifted students. (Topic 6)
24. Understand the individual characteristics, attitudes, and circumstances that can affect the achievement of a gifted student from diverse populations. (Topic 6)
25. Explore ways to identify gifted students from special populations who are unsuccessful in school. (Topic 6)
26. Examine the characteristics and needs of these students. (Topic 6)
27. Identify strategies to assist these students. (Topic 6)
28. Identify and describe low socio-economic status populations that are underserved. (Topic 5)
29. Examine the nature of giftedness as masked by socio-economic and educational disadvantages. (Topic 7)
30. Identify inhibiting socio-economic factors that have prevented services for low-income gifted children. (Topic 7)
31. Identify key research on identification of disadvantaged gifted students from underserved populations. (Topic 7)
32. Examine alternative, contextual or process-oriented forms of assessment as promising ways to identify low-income gifted students. (Topic 7)
33. Examine methods and strategies that challenge the unique needs of disadvantaged gifted children. (Topic 7)
34. Research promising programs and services for socio-disadvantaged 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 7)
35. Clarify and define diverse types of gifted twice-exceptional students. (Topic 8)
36. Demonstrate knowledge, characteristics, and needs of students who are both gifted and have a disability, including physical impairments, sensory impairments, emotional and behavioral disabilities, and learning disabilities. (Topic 8)
37. Identify the reasons that gifted students with disabilities are underrepresented in gifted programs. (Topic 8)

38. Discuss strategies and programming needs for gifted students who are twice-exceptional. (Topic 8)
39. Identify and describe the impact of non-traditional experiences, values, and cultural expectations on the development and educational experiences of gifted students. (Topic 9)
40. Identify the unique characteristics and needs of gifted students from diverse family structures. (Topic 9)
41. Identify strategies for stimulating personal growth of gifted students from diverse families. (Topic 9)
42. Identify community support systems for diverse families of gifted students. (Topic 9)
43. Examine stereotyping and prejudice that impacts girls, boys, and those who identify as LGBTQ+. (Topic 10)
44. Examine the impact of culture and ethnicity on gender expectations for gifted students from minority groups. (Topic 10)
45. Demonstrate knowledge of how gender can affect achievement and aspirations of gifted students. (Topic 10)
46. Explore the contribution of mentorships in their education. (Topic 10)
47. Examine concepts of age-appropriate development in relation to concepts of giftedness. (Topic 11)
48. Understand the needs and characteristics of very young gifted students. (Topic 11)
49. Examine ways to identify very young gifted students in early childhood education and support their educational and personal needs. (Topic 11)
50. Understand the needs and characteristics of highly gifted students. (Topic 11)
51. Identify problems, challenges and present options for developing skills in highly gifted students. (Topic 11)
52. Examine exemplary practices and programs for meeting the needs of the highly gifted student. (Topic 11)
53. Identify and describe criteria of effective programs. (Topic 12)
54. Examine theories of giftedness in the socio-cultural perspective in relation to goals for gifted programs. (Topic 12)
55. Identify instructional methods that accommodate the needs of special populations. (Topic 12)
56. Identify key research on programs for special populations. (Topic 12)
57. Communicate and consult with school personnel to evaluate the effectiveness of programs in local schools/districts. (Topic 12)

#### **PRIMARY PURPOSE: B-ALTERNATIVE CERTIFICATION**

#### **LEARNING PROCEDURES (METHODS):**

Participants will be engaged in one or more of the following types of professional learning activities.

**Learning Methods Code:** A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

#### **WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?**

**Educators will:**

- Participate in discussions based on instructor's presentation
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

#### **HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?**

Participants will be engaged in one of the following delivery methods:

- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

#### **KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:**

Participants will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Participate in online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

#### **IMPLEMENTATION/MONITORING PROCEDURES**

**Implementation/Monitoring Code:** M-Structured Coaching/Mentoring, N-Independent Learning/Action Research, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive) *Select the appropriate method of implementation*

**Implementation Support:** Depending on method of implementation, participants will:

- Review practices related to professional learning content for use in job-related responsibilities
- Receive continuous feedback through collaborative planning and structured on-site support, i.e. peer teachers, coaches, and school administrators.
- Complete elements of their individual implementation agreements

**Monitoring Procedures:** Online facilitator support provides ongoing feedback to participants; structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.

**IMPACT EVALUATION PROCEDURES:** A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

**Evaluation Methods for Staff Code:** A-Changes in Instructional Practice, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities, E-Fidelity of Implementation of the Professional Learning Process, F-Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives, G-Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present

**Evaluation Methods for Students Code:** A-Results of State or District-Developed/Standardized Student Growth Measure(s), B-Results Of School/Teacher-Constructed Student Growth Measure(s), C-Portfolios of Student Work, D-Observation of Student Performance, F-Other Performance Assessment, G-Did Not Evaluate Student Outcomes (evaluated with staff evaluation), Z-Did Not Evaluate Student Outcomes

#### **WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?**

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

#### **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

##### **WHAT OTHER FORMS OF EVALUATION DATA WILL BE GATHERED:**

###### **A. WHAT EVALUATION DATA ADDRESSES VALUE OF THE PD DESIGN?**

To evaluate the value of the PD design presented, an immediate evaluation form is accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the facilitator and NEFEC eLearning staff. This information is used as a metric in the NEFEC internal evaluation system for the eLearning instructional programs.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

**B. WHAT EVALUATION DATA ADDRESSES QUALITY OF IMPLEMENTATION OF THE PD?**

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant
- Alignment and quality of student artifacts that participants submit
- Quality of instruction that teachers demonstrate
- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

**C. WHO WILL USE THESE ASPECTS OF PD EVALUATION DATA?**

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Developed by NEFEC Spring 2020

FEAP: A1, A2, A3, A4

## **THEORY AND DEVELOPMENT OF CREATIVITY 2025**

### **COMPONENT NUMBER: 1-106-010**

Function: 1 – Subject Content/Academic Standards

Focus Area: 106 – Gifted and Talented

Local Sequence Number: 010

### **POINTS TO BE EARNED: 60**

#### **DESCRIPTION**

Theory and Development of Creativity provides an overview of the theory, research, practical strategies, and resources on creativity, with an emphasis on classroom applications in the gifted classroom. Participants will increase their knowledge of the nature and definition of creativity, reflect on and learn ways to enhance personal creativity, and how to provide ideas and strategies for teaching others (students) to develop and use their creativity.

#### **LINKS TO PRIORITY INITIATIVES**

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous Improvement practices
- ☒ Digital Learning/Technology Infusion
- ☒ Instructional design and lesson planning
- ☒ Learning environment (as per FEAPS standards)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements

#### **FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT**

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input checked="" type="checkbox"/> 2.1.1	<input checked="" type="checkbox"/> 3.1.1
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5	<input checked="" type="checkbox"/> 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5	<input checked="" type="checkbox"/> 3.2.4, 3.2.5, 3.2.7, 3.2.8, 3.2.9
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.1, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.4.4	<input checked="" type="checkbox"/> 3.4.5, 3.4.6

#### **IMPACT AREA(S):**

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

Repetitive practice leading to changes in proficiency of educator or leader on the job

Tracking improvements in student learning growth supported by the professional learning



## **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.

### **TOPICS:**

Topic 1: Valuing Creativity

Topic 2: Defining Creativity

Topic 3: Developing and Nurturing Creativity

Topic 4: Measuring Creativity and Assessing Creative Outcomes

Topic 5: Personalization and Commitment to Creativity

### **SPECIFIC OBJECTIVES:**

1. Describe the importance, implications, and benefits of creative thinking for students in today's schools and for society. (Topic 1)
2. Demonstrate an understanding of how creative thinking can be used to address problems in society. (Topic 1)
3. Describe the impact of creativity on personal growth and self-actualization. (Topic 1)
4. Compare and contrast several definitions of creativity, including a personal definition, and explain why a single definition has not been universally accepted. (Topic 2)
5. Review research in the field of creativity and apply it to a classroom setting. (Topic 2)
6. Demonstrate an understanding of the elements of creative thinking, e.g. fluency, flexibility, originality and elaboration. (Topic 2)
7. Identify cognitive and personal characteristics associated with creativity across cultures and throughout time using contemporary and historical examples. (Topic 2)
8. Identify specific personal, developmental, socio-cultural, and educational experiences that facilitate and those that inhibit the development of creativity and its expression. (Topic 3)
9. Recognize ways to establish a classroom environment that fosters the development and expression of creativity. (Topic 3)
10. Plan appropriate teaching strategies and groupings that support the development and expression of creative abilities. (Topic 3)
11. Investigate tools and programs (e.g. Odyssey of the Mind, Future Problem Solving, Invent America) for generating ideas, focusing thought, and fostering creativity. (Topic 3)
12. Develop instructional plans to integrate creativity within and across the content areas on process and product. (Topic 3)
13. Understand the role of assessment of creativity and the use of tests and inventories. (Topic 4)
14. Describe, compare, and evaluate different instruments for measuring creativity. (Topic 4)
15. Examine the role of assessment, including portfolio development, in the evaluation of creative processes and products. (Topic 4)
16. Describe traits and appropriate criteria used to assess creative outcomes and products. (Topic 4)
17. Explore and analyze the ethical issues surrounding creativity. (Topic 5)

18. Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity. (Topic 5)
19. Evaluate personal and student creativity development and monitor success in applying creativity strategies to real problems and challenges. (Topic 5)

#### **PRIMARY PURPOSE: B-ALTERNATIVE CERTIFICATION**

#### **LEARNING PROCEDURES (METHODS):**

Participants will be engaged in one or more of the following types of professional learning activities.

**Learning Methods Code:** A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

#### **WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?**

##### **Educators will:**

- Participate in discussions based on instructor's presentation
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

#### **HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?**

Participants will be engaged in one of the following delivery methods:

- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

#### **KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:**

Participants will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Participate in online collaborative conversations, feedback sessions, and reflective discussions, as appropriate

- Share best practices with colleagues, as appropriate

## **IMPLEMENTATION/MONITORING PROCEDURES**

**Implementation/Monitoring Code:** M-Structured Coaching/Mentoring, N-Independent Learning/Action Research, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive) *Select the appropriate method of implementation*

**Implementation Support:** Depending on method of implementation, participants will:

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## **WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?**

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#### **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

##### **WHAT OTHER FORMS OF EVALUATION DATA WILL BE GATHERED:**

###### **A. WHAT EVALUATION DATA ADDRESSES VALUE OF THE PD DESIGN?**

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###### **C. WHO WILL USE THESE ASPECTS OF PD EVALUATION DATA?**

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Developed by NEFEC

Spring 2020

FEAP: A1, A2, A3, A4

## D. GIFTED ENDORSEMENT ALIGNMENT MATRIX

### COMPETENCY 1: NATURE AND NEEDS 2025

Participants will develop an awareness of their essential role of collaboration to support students who are gifted and the historical foundation of gifted education. Participants will understand the characteristics, needs, and unique challenges of the student who is gifted and differences to respond to the needs of individuals with gifts and talents, the process of screening and identifying students who are gifted, and gain a knowledge of issues involved with planning, developing, and implementing services for students who are gifted.

Specific Objective	Objective Code	NAGC-CEC Standards Gifted/Talented	Curriculum Study Assignment at Objective Level with Built-In Formative Assessment	Objective Codes Mastered
<b>Topic 1: Defining Giftedness and Exploring Foundations / What is giftedness?</b>			<b>MODULE 1: DEFINING GIFTEDNESS AND EXPLORING FOUNDATIONS</b>	
Describe the importance, implications, and benefits of gifted education for students and society through the identification of key philosophies, theories, and research. (Topic 1)	1.1	GT6.1, GT6.2, GT6.5	<b>M1 DISCUSSION</b> Post your own personal definition of “gifted”. What considerations do you think should go into deciding if a student is gifted? How can you tell? Why? <b>Discussion Post</b>	1.3
Demonstrate an understanding of major historical and contemporary trends that influence gifted education. (Topic 1)	1.2	GT6.2- GT6.4	<b>ASSIGNMENT 1.1</b> Review the significant events in the history of gifted education. Choose two events and write an explanation of why it was important to gifted education and what changes were brought about as a result. Annotated Timeline	1.2
Demonstrate knowledge of the historical, national, and state definitions of giftedness. (Topic 1)	1.3	GT6.1, GT6.2-GT6.4	<b>ASSIGNMENT 1.2</b> Write a letter to the editor or opinion piece that advocates for gifted education in the local school district. Letter or opinion piece	1.1 1.4

Demonstrate knowledge of the current criteria for gifted eligibility and placement in Florida. (Topic 1)	1.4	GT4.1-GT4.3	<b>ASSIGNMENT 1.3</b>  Revise your initial draft of your personal definition of “Gifted”. Think about what characteristics are used to identify giftedness? What have you learned in module 1 that has affected your definition? Did you change anything about your definition? Provide an explanation of why you did or did not change your definition.  <b>Revised Definition</b>	1.3
<b>Topic 2: Understanding Giftedness / Who are the gifted and what are their unique needs</b>			<b>MODULE 2: UNDERSTANDING AND IDENTIFYING GIFTEDNESS</b>	
Identify cognitive and affective characteristics of learners who are gifted, including those from diverse backgrounds. (Topic 2)	1.5	GT1.1, GT1.2	<b>M2 DISCUSSION</b>  Discuss the dissonance that sometimes exists between performance and potential or academic achievement and giftedness. Give specific (real or fictional) examples to support your discussion.  <b>Discussion Post</b>	1.5
Identify the needs and challenges associated with common gifted characteristics. (Topic 2)	1.6	GT1.1, GT1.2	<b>ASSIGNMENT 2.1 Option A OR B</b>  <b>Option A:</b> Reading on Types of Gifted Students. Choose two types of gifted students and create a verbal and pictorial descriptive representation of the two “types” of students. Be sure that you represent every aspect of the student including emotional, physical, social, and developmental qualities.  <b>Verbal and Pictorial Descriptive Representation</b>  OR  <b>Option B:</b> Write an article or journal entry explaining the following: “Which of the characteristics associated with gifted students are easiest to see in a classroom setting? Which are more difficult to observe? What barriers are there	1.5 1.6 1.7 1.8
Compare and contrast the cognitive, social, emotional, experiential, and economic factors in supporting or inhibiting the development of giftedness. (Topic 2)	1.7	GT1.1, GT1.2, GT4.4		
Understand the role of societal, cultural, emotional, experiential, and economic factors in supporting or inhibiting the development of giftedness. (Topic 2)	1.8	GT2.1, GT2.4		

			to recognizing the characteristics at certain developmental stages, or in certain populations of gifted learners?"  Article/ Journal Entry	
<b>Topic 3: Identifying the Gifted / How are learners who are gifted identified?</b>				
Identify issues related to the identification of students who may be gifted. (Topic 3)	1.9	GT1.1, GT1.2	<b>ASSIGNMENT 2.2 Option A OR B</b>  <b>Option A:</b> Investigate screening practices within a local school district. Use the "In Search of Gifted Students: District Procedures Checklist" of suggested screening instruments and procedures to identify those which are part of the district's practices. Create a flow chart or map that outlines the process for screening and identification in the district, including the Plan B process when applicable.  Flow Chart/Map OR <b>Option B:</b> Create an electronic presentation outlining the referral and identification process, including the Plan B process when applicable, for a faculty or parent audience. Include information about how gifted characteristics may be recognized in various populations and what the teachers' and parents' roles are in the process.  <b>Presentation</b>	
Examine district screening practices and identification procedures. (Topic 3)	1.10	GT4.1-GT4.4		
Recognize contents, uses, limitations, and interpretation of multiple assessments for the screening and identification of learners who are gifted, including students from diverse backgrounds. (Topic 3)	1.11	GT4.1-GT4.4		1.9 1.10 1.11
<b>Topic 4: Educating the Gifted / Key Question: In what ways should schools plan and program for the gifted?</b>			<b>MODULE 3: EDUCATING THE GIFTED</b>	
Examine how gifted services differ from education services with regard to curriculum, instruction, grouping, and learning environment. (Topic 4)	1.12	GT3.1-GT3.4	<b>ASSIGNMENT 3.1</b>  Develop a brochure or electronic presentation for faculty or administrators that help increase awareness of the unique needs of gifted students and their need for appropriate	1.12 1.13 1.14

Analyze the relationship among gifted programming, differentiation, and identification criteria. (Topic 4)	1.13	GT3.3, GT5.1	programming. Include a program outline, timeline, description of activities, and related resources. <b>Brochure/ Presentation</b>	
Prioritize the educational needs of individual students who are gifted based on cognitive and affective characteristics and present levels of educational performance. (Topic 4)	1.14	GT5.1-GT5.5	<b>M3 DISCUSSION</b> Discuss the asynchronous development of gifted children and how educators can use students' strengths to guide them toward a positive self-image and a productive school career. <b>Discussion Post</b>	1.14 1.15
Compare and contrast different service delivery models for students who are gifted and the relationship of the level of need for differentiation to placement on a continuum of services. (Topic 4)	1.15	GT3.1-GT3.4	<b>ASSIGNMENT 3.3</b> Develop an action plan to change the service model in your school or district or articulate a defense for the model(s) currently in place. Consider student, parent, faculty and administrative factors. Include a description of the current service options, the recommended changes, and what needs to be in place to implement them. <b>Action Plan</b>	1.13 1.15
Describe the characteristics and competencies of effective teachers of students who are gifted. (Topic 4)	1.16	GT5.1-GT5.5	<b>ASSIGNMENT 3.2</b> Choose one of the following options: Write a job description advertising the position of gifted education teacher. Include such information as personal characteristics, educational requirements, and key competencies. Compose a letter to a school administrator providing specific details about why the applicant would be the best choice to fill the position of teacher of the gifted including personal characteristics, education experience, and key competencies.	1.16



			Write an introduction for the Gifted Education Teacher of the Year to be shared at a school board or professional organization meeting. Include personal characteristics, education experience, and key competencies. <b>Job Description/ Letter/ Introduction</b>	
<b>Topic 5: Managing Gifted Services / What other factors must be considered in the education of the students who are gifted?</b>			<b>Module 4: Managing the Gifted Program</b>	
Identify laws, regulations, and official documents that directly impact students who are gifted and services in Florida, including the relationship between exceptional student education and gifted programs. (Topic 5)	1.17	GT6.1-GT6.3	<b>ASSIGNMENT 4.1</b>  Read “Florida Statutes Relevant to Gifted”. Research rules affecting gifted education in “Florida Statutes and State Board Education Rules: Excerpts Related to Exceptional Student Education” (revised 2011) at <a href="http://www.fl DOE.org/e se/pdf/1b-stats.pdf">http://www.fl DOE.org/e se/pdf/1b-stats.pdf</a> .  Outline and present key elements in an electronic presentation. Include your ideas on how these rules may affect the day-to-day operation of the gifted program at your school or district.  <b>Presentation</b>	1.17 1.18 1.19
Identify and interpret implications of current research that impacts gifted education. (Topic 5)	1.18	GT6.1-GT6.3	<b>M4 DISCUSSION</b>  Who Speaks for the Gifted? What is an advocate? What are teachers’ professional responsibilities regarding advocacy for their students? Who is/are the advocates for the gifted students at my school? <b>Discussion Post</b>	1.18 1.20
Demonstrate an understanding of the teacher’s responsibility for record keeping, including developing a suitable educational	1.19	GT6.1	<b>ASSIGNMENT 4.2</b>	1.17 1.19

plan (EP) for an individual learner who is gifted. (Topic 5)			Develop and conduct a survey for parents, students and educators to address issues related to gifted programming at your school or in your district, focusing on student needs and available services. Create an advocacy plan based on survey results and develop an electronic presentation to present the results and your plan to an audience of stakeholders.	1.20
Examine the importance and role of the parent, teacher, and student in advocating for the gifted. (Topic 5)	1.20	GT6.4, GT6.5	<b>Survey/ Advocacy Plan</b>	
<b>SUMMATIVE ASSESSMENTS:</b> <b>PRE-POST ASSESSMENTS</b> <b>CULMINATING PROJECT OPTION A OR B</b> <p>Option A: Read the five scenarios presented in the document “How Would You Respond Scenarios”. Each of these is a scenario that one could experience as a Teacher of the Gifted. For each scenario, using what you have learned from this course and any other outside research, prepare at least a one-page, written response to the person in that scenario. Be sure that each response directly addresses the concerns of the other party and includes supporting research, expert opinion and documentation for each part of your response.</p> <p>Scenario Responses</p> <p>Or</p> <p>Option B: Develop a webpage or booklet that includes the following:</p> <p>Information for teachers and parents about the characteristics and needs of learners who are gifted</p> <p>Links to organizations that support gifted education</p> <p>Links to district and state websites in gifted education</p> <p>Information about the gifted program at your school</p> <p>Research about other pertinent topics in gifted education</p> <p>Be sure that your product is useful and easy to use as well as visually appealing (pictures, graphs, easy-to-read text).</p> <p>Webpage/ Booklet</p>				

## COMPETENCY 2: CURRICULUM AND INSTRUCTIONAL STRATEGIES FOR TEACHING GIFTED STUDENTS 2025

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. Participants will design engaging, authentic, and challenging units of instruction for gifted learners that incorporate technology, differentiation, assessments, and products.

Topic Key Question	Specific Objective	Objective Code	NAGC-CEC Standards Gifted/Talented	Curriculum Study Assignment at Objective Level with Built-In Formative Assessment	Objective Codes Mastered
<b>MODULE 1-UNDERSTANDING AND DIFFERENTIATING CURRICULUM FOR THE GIFTED STUDENT</b>					
<b>Topic 1: Key Terms and Concepts</b>  Why differentiate instruction? What key terms and concepts guide our understanding of curriculum for the gifted learner?	Justify the need to differentiate of adapt instruction to respond to the needs of the gifted learner. (Topic 1)	2.1	GT3.4	<b>M1 DISCUSSION</b>  Using at least five of the "Principles of Differentiation Curriculum for the Gifted/Talented" and tenets of UDL, explain how you would plan to differentiate a lesson using both the NAGC-CEC Standards Gifted/Talented and Florida Frameworks to assist you.  <b>Discussion Post</b>	2.1 2.3 2.4
	Demonstrate understanding of the terminology used in the development of curriculum for the gifted. (Topic 1)	2.2	GT5.1, GT6.1	<b>ASSIGNMENT 1.1</b>  Complete interactive activity to match gifted terminology with meaning.	2.2
<b>Topic 2: Programs and State Standards</b>  What are the gifted program and state standards?  What was the rationale for establishing them?	Demonstrate knowledge of the role of the current state and national standards of the general education curriculum and implications for the education of gifted students. (Topic 2)	2.3	GT6.1	<b>ASSIGNMENT 1.2 Option A OR B</b>  <b>Option A:</b> Taking into consideration the characteristics of a gifted learner, review the state rules related to providing service for the gifted student. Develop a PowerPoint presentation to justify providing	2.1 2.3 2.4

<p>How do they impact gifted education?</p> <p>How do they relate to the national gifted standards?</p>				<p>specially designed instruction for this population.</p> <p><b>Completed PowerPoint</b></p> <p><b>OR</b></p> <p><b>Option B:</b> Compare and contrast the current state standards with the standards developed by NAGC-CEC. Create a Venn diagram comparing the two and explain the implications this has on your school.</p> <p><b>Venn diagram and Explanation.</b></p>	
<p><b>Topic 3: Principles of DI and UDL</b></p> <p>What are the principles of a differentiated and universally designed curriculum?</p>	<p>Demonstrate knowledge of the principles of differentiation and Universal Design for Learning (UDL). (Topic 3)</p>	<p>2.4</p>	<p>GT1.2, GT3.2, GT3.3</p>	<p><b>ASSIGNMENT 1.3 Option A OR B</b></p> <p><b>Option A:</b> Using a T chart summarize what a differentiated classroom using Universal Design for Learning (learning activities, instruction, assessment, etc.) might look and sound like.</p> <p><b>Chart</b></p> <p><b>OR</b></p> <p><b>Option B:</b> Prepare a PowerPoint presentation for the stakeholders (parents, peers, administrators) explaining how you use differentiate instruction and Universal Design for Learning (UDL) in your classroom and their importance to the education of the gifted learner. Include relevant key terms.</p> <p><b>PowerPoint Presentation</b></p>	<p>2.1</p> <p>2.2</p> <p>2.4</p>

MODULE 2-DESIGNING THE GIFTED CURRICULUM					
<b>Topic 4: Curriculum Models</b> What are the strengths and weaknesses of various curriculum models for students who are gifted?	Demonstrate the ability to evaluate models for teaching gifted curriculum. (Topic 4)	2.5	GT5.1, GT5.2, GT5.5	<b>M2 DISCUSSION</b> Explain which of this module's activities you could use to develop compacted curriculum units for your students, how this activity aligns with one of the four models of differentiation and how you will use them in your classroom.	2.5
					2.6
					2.7
					2.8
				<b>Discussion Post</b>	2.9
<b>Topic 5: Curriculum and Instructional Strategies</b> What strategies do exemplary teachers of the gifted use to facilitate growth and academic achievement in their students?	Develop an understanding of the issues of equity and excellence as they relate to gifted. (Topic 5)	2.6	GT1.1, GT1.2	<b>ASSIGNMENT 2.1 Option A OR B</b> <b>Option A:</b> Compare an existing gifted curriculum (your own or someone else's) to one of the models presented in this module. Be as thorough as possible. Describe a plan to adjust the existing curriculum to better align with the chosen model.	
				<b>Curriculum Evaluation and Proposal</b> OR	2.5
				<b>Option B:</b> Based on your teaching style and the students currently assigned to you, develop a PowerPoint for your parents and administrators explaining how you will use one of the models studied in this module to differentiate your curriculum. Be sure to include the research to support your decision.	2.6
				<b>PowerPoint Presentation</b>	2.7
					2.8
	Demonstrate knowledge of effective instructional strategies and the role of the teacher in implementing these strategies. (Topic 5)	2.7	GT5.1		2.9

	Demonstrate the ability to select gifted curriculum and appropriate instructional strategies. (Topic 5)	2.8	GT1.1, GT2.1	<p><b>ASSIGNMENT 2.2 Option A OR B</b></p> <p><b>Option A:</b> Select a theme in a specific subject and grade level. Using the NAGC Rubric for Rating Outstanding Curricular Material, develop a unit of study. Be sure your unit covers each area. Your unit should be for one to three weeks, cover the pertinent Florida State Standards, and should apply principles from one of the curriculum models discussed earlier. If possible, reference the Educational Plans (EPs) for students in your class to determine their learning strengths.</p> <p>Critique your own unit using the components from NAGC's Rubric for Rating Outstanding Curriculum Material and the Checklist for Rigor from the <i>Florida's Frameworks for K-12 Gifted Learners</i>.</p> <p><b>Unit of Study and Critique.</b></p> <p><b>OR</b></p> <p><b>Option B:</b> Using the Learning Contract template, design a compacted unit for one of your students. Explain how you determined the student's eligibility for the voluntary participation.</p> <p><b>Learning Contract Template and Explanation</b></p>	
	Appreciate the role of assessment as an instructional strategy. (Topic 5)	2.9	GT4.2, GT4.8		<p>2.5</p> <p>2.6</p> <p>2.7</p> <p>2.8</p> <p>2.9</p>

### Module 3-Instruction and Assessment of Gifted Students

<p><b>Topic 6: Selecting Resources, Materials and Technology</b></p> <p>How do exemplary teachers of the gifted select and use appropriate materials, resources, and technology to facilitate academic growth and achievement for students?</p>	<p>Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted. (Topic 6)</p>	<p>2.10</p>	<p>GT3.1, GT3.2</p>	<p><b>ASSIGNMENT 3.1 Option A OR B</b></p> <p><b>Option A:</b> Identify considerations for selecting instructional materials, including multi-media, online, and technology. Create an evaluation tool for selecting appropriate instructional materials in a gifted classroom.</p> <p><b>Evaluation Tool</b> <b>OR</b></p> <p><b>Option B:</b> Select and evaluate an appropriate website for use by your students using Kathy Schrock's website evaluation tool. Explain how this can enhance and increase the use of technology for independent study.</p> <p><b>Website Evaluation Tool and Explanation</b></p>	<p>2.10</p>
<p><b>Topic 7: Instructional Needs and Strategies</b></p> <p>How can teachers of the gifted assure that the classroom instruction best meets the needs of each learner?</p>	<p>Demonstrate the ability to match instructional strategies to individual needs of learners. (Topic 7)</p>	<p>2.11</p>	<p>GT3.4</p>	<p><b>M3.1 DISCUSSION</b></p> <p>How will the strategies featured in this module compliment the Constructivist classroom? Give specific details of how you plan to implement one or more of these strategies.</p> <p><b>Discussion Post</b></p>	<p>2.11</p>
	<p>Identify the impact of Response to Intervention (RtI) as it pertains to students who are gifted. (Topic 7)</p>	<p>2.12</p>	<p>GT2.4</p>	<p><b>M3.2 DISCUSSION</b></p> <p>How would you provide supports for gifted students within the MTSS system using RtI?</p> <p><b>Discussion Post</b></p>	<p>2.12</p>

<p><b>Topic 8: Designing Units of Instruction</b></p> <p>What curricular components are essential in order to develop a unit of instruction that meets the cognitive and affective needs of gifted learners?</p>	<p>Demonstrate the ability to develop a unit of instruction aligning curricular components to Florida State Standards, including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments to meet the cognitive and affective needs of gifted learners. (Topic 8)</p>	2.13	GT5.1- GT5.5	<p><b>ASSIGNMENT 3.2 Option A OR B</b></p> <p><b>Option A:</b> Develop an outline for the Unit of Study you are designing for this course. Use the <u>NAGC Rubric for Rating Outstanding Curricular Material</u>, as a guide. Explain how your unit of study will support the needs and interests of gifted students.</p> <p><b>Unit of Study Outline</b></p> <p><b>OR</b></p> <p><b>Option B:</b> Develop a rubric for a lesson or unit you have used in the past or one for the lessons in the unit you are designing for this course. Explain how this will work with your district's current grading scale.</p> <p><b>Rubric (you may use a rubric program) and Explanation.</b></p>	2.13
<b>Module 4-Planning and Supporting the Gifted Program</b>					
<p><b>Topic 9: Providing a Continuum of Services</b></p> <p>What continuum of services would be appropriate to meet the needs of students who are gifted?</p>	<p>Demonstrate knowledge of a continuum of services to support the needs and interests of gifted students. (Topic 9)</p>	2.14	GT2.4	<p><b>M4 DISCUSSION</b></p> <p>Explain differentiation in the gifted curriculum and the importance of advocating for quality instruction for gifted students and some ways that you can relate this to key stakeholders to promote improvement of services to gifted students.</p> <p><b>Discussion Post</b></p>	2.14 2.17



<b>Topic 10: Students Outcomes and Educational Plan</b>  How are outcomes for students who are gifted evaluated?  How can a meaningful educational plan (EP) for a gifted student be developed?	Demonstrate the ability to identify various types of assessments and assessment strategies used before, during, and after instruction that provide evidence of student growth and understanding. (Topic 10)	2.15	GT4.1	<b>ASSIGNMENT 4.1 Option A OR B</b>  <b>Option A:</b> Provide a case study of a student who is gifted for analysis. How is this student gifted? Since an EP is a plan for this child only, what evidence is there of how the student evidences gifted characteristics?  What additional services does this student need beyond what is offered in a general education classroom in terms of specially designed instruction?	2.14 2.15 2.16 2.17
	Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP). (Topic 10)	2.16	GT4.2, GT4.3, GT4.4		
<b>Topic 11: Communicating and Advocating Effectively</b>  How can educators of the gifted communicate and advocate effectively with the many constituencies they serve?	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)	2.17	GT4.3	<b>Analysis of a case study</b>  <b>OR</b>  <b>Option B:</b> Given data on an eligible gifted student, create an appropriate educational plan, ensuring the plan meets all district compliance requirements and appropriately addresses the specific needs of the student.  <b>Development of an appropriate and justifiable EP</b>	
<b>Topic 12: Program Evaluation</b>  How are gifted programs evaluated?	Establish criteria to evaluate the effectiveness of the gifted programs at local, district, and state levels based on research-based, valid approaches. (Topic 12)	2.18	GT7.3, GT6.1	<b>ASSIGNMENT 1.1 Option A OR B</b>  Use Resource Guide for the Education of Gifted Students in Florida, section VII: Program Evaluation and Appendix 3 <b>Option A:</b> Complete the self-assessment tool on your school or district gifted program. Identify areas of strength and areas needing	2.18 2.19 2.20 2.21

What criteria are used to evaluate gifted programs? How are evaluation results used?	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 12)	2.19	GT2.4	improvement. Select an area of need and provide ways for improvement.  <b>Self-assessment tool. List: strengths, needing improvement, ways for improvement</b>  <b>OR</b>	
	Identify areas in which to assess gifted programs based on the unique needs of students who are gifted. (Topic 12)	2.20	GT4.1, GT4.3, GT4.4	<b>Option B:</b> Create a list of valid, reliable tools that could be used for the collection of data in multiple areas of program evaluation.	
	Identify effects of culture and environment as well as family and key stakeholders in gifted programming.	2.21	GT1.1, GT1.2, GT2.1, GT6.3	Create a T-chart with the pros and cons of each tool.  <b>T-chart</b>	

### COMPETENCY 3: GUIDANCE AND COUNSELING FOR THE GIFTED 2025

Participants will develop an awareness of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom. Participants will understand holistic developmental characteristics of gifted children, will be able to identify risk factors related to gifted students, and will be to support social skills, career exploration, and leadership development of gifted students.

Specific Objective	Objective Code	NAGC-CEC Standards Gifted/Talented	Curriculum Study Assignment at Objective Level with Built-In Formative Assessment	Objective Codes Mastered
<b>Topic 1: Understanding the Gifted / What does it mean to be gifted?</b>			<b>MODULE 1: UNDERSTANDING THE EXPERIENCE OF GIFTED STUDENTS</b>	
Identify common attitudes, biases, and preconceived expectations held about gifted children by teachers, parents, age-related peers, and throughout American society. (Topic 1)	3.1	GT6.1- GT6.5	<b>M1 DISCUSSION 1.1</b>  Tell some interesting findings from the Teacher Inventory survey you completed.  <b>Discussion Post</b>	3.1  3.2  3.3
Discuss the many ways these attitudes affect the everyday lives of gifted children and impact educational services available to them. (Topic 1)	3.2	GT2.1-GT2.4 GT6.1- GT6.5	<b>ASSIGNMENT 1.1</b>  Create one of the following: poem, cartoon, short presentation, collage, picture, "news" article, <a href="#">VoiceThread</a> , or <a href="#">Prezi</a>	
Identify several current definitions of giftedness. Note the impact each definition has in a school situation, at home and in society at large. (Topic 1)	3.3	GT6.1, GT6.2, GT6.4	This product should demonstrate your definition of what a gifted learner is and is not. Be creative and remember you want the product to demonstrate your definition best. Make sure you include one or two myths/realities to strengthen your definition.  <b>Presentation Product</b>	
<b>Topic 2: Developmental Characteristics of Gifted Children / What characteristics do gifted individuals display across their lives that differentiate them from same-age peers?</b>			<b>ASSIGNMENT 1.2</b>  Fill in <a href="#">K-W-L (+Q)</a> chart before you complete any reading.  Directions:	3.4  3.5  3.6
Attain a developmental understanding of gifted individuals across the life span from infancy to adulthood incorporating	3.4	GT1.1, GT1.2,		

a holistic perspective (namely: intellectual, physical, social, and spiritual/moral). (Topic 2)		GT6.1- GT6.5	1. Fill in the FIRST AND SECOND column <i>before</i> you read. 2. Read the articles and view the short video listed below. 3. After reading the articles and viewing the video, fill in the third and fourth columns on your chart. 4. Save your chart and submit it for grading. <b><u>K-W-L (+Q)</u> chart</b>	3.7
Describe how the interaction between the environment and innate capabilities affects productivity throughout life. (Topic 2)	3.5	GT2.3, GT2.4, GT5.3- GT5.5		
<b>Topic 3: Phenomenological Experience of Being Gifted / What is the phenomenological experience of a gifted individual?</b>			<b>M1 DISCUSSION 1.2</b>  Reflect on readings, review your K-W-L-Q chart, and add anything else you may have learned or any other questions you might have.  Write a brief paragraph explaining the following to your classmates: What did you add to your chart? What, if anything, did you remove or have answers to that you did not previously have? <b>Discussion Post</b>	3.4 3.5 3.6 3.7
Understand the inner experience of gifted children. (Topic 3)	3.6	GT1.2		
Become familiar with Dabrowski’s Theory of Positive Disintegration and the importance of Developmental Potential and Overexcitabilities in understanding <b>the</b> gifted. (Topic 3)	3.7	GT1.2, GT6.2, GT6.3		
Become cognizant of personality variables that affect the social and emotional well-being of gifted children. (Topic 3)	3.8	GT1.2, GT6.1, GT6.2	<b>ASSIGNMENT 1.3</b>  Write 5 statements that describe attitudes and/or actions you will change in some way to better serve the students you teach (especially focusing on the gifted students). Make sure you refer to what you have read as you develop your statements.  <b>IMPORTANT:</b> Create your statements before proceeding to Discussion Forum 1.2. It is important that you have an	3.8 3.9 3.10 3.11 3.12
Understand the distinguishing characteristics of emotional and spiritual giftedness. (Topic 3)	3.9	GT1.2, GT2.1, GT2.4, GT4.1		
<b>Topic 4: Strengths and Vulnerabilities / How do the strengths and vulnerabilities of gifted individuals impact their lives?</b>				
Understand strengths and vulnerabilities of a gifted individual that originate from within the self. (Topic 4)	3.10	GT1.1, GT1.2		

Understand vulnerabilities that are due to another’s reaction to giftedness. (Topic 4)	3.11	GT1.1, GT1.2, GT6.1- GT6.3	unbiased list of changes that truly reflect your opinions.  <b>Statements</b>	
Understand the vulnerabilities that are due to a specific circumstance. (Topic 4)	3.12	GT1.1, GT1.2, GT6.1- GT6.3		
<b>Topic 5: Personality Variance of the Gifted and Highly Gifted / How does the very nature of gifted individuals separate them from others?</b>			<b>MODULE 2: SPECIAL CHALLENGES FOR GIFTED STUDENTS</b>	
Realize that some researchers further categorize gifted people by IQ scores, into highly and profoundly gifted categories. (Topic 5)	3.13	GT1.2, GT2.4, GT3.4	<b>M2 DISCUSSION</b>  Think about the "big picture” items that really stand out to you regarding giftedness from all aspects. Write a reflection on the following:  What will you do with this information? How will it inform how you interact with and prepare for the gifted learners in your classes? What will you do differently? Why? What will stay the same?  Are there any theories or concepts that do not resonate with you? What are they? Why do you reject them? Imagine the ideal setting for gifted learners in blended classrooms. What does it look like? How might you achieve this in your own room?  <b>Reflection Post</b>	
Understand that a person who has an I.Q. that is two or more standard deviations above the norm will have greater difficulty finding peers and will be misunderstood by others. (Topic 5)	3.14	GT1.2, GT2.4, GT3.4		3.13
Recognize that a person with an I.Q. two or more standard deviations above the norm is different. (Topic 5)	3.15	GT1.2, GT3.2- GT3.4		3.14
Understand that any grouping of traits for profoundly gifted individuals is merely for convenience of presentation. (Topic 5)	3.16	GT1.2, GT3.2- GT3.4, GT6.2, GT6.3		3.15
				3.16

<b>Topic 6: Special Populations / How can we identify and support a gifted child who displays atypical characteristics due to life experiences?</b>				
Describe the different social and emotional needs of gifted students from special populations, including gender, ethnicity and culture, socioeconomic status, twice exceptional, and underachieving students. (Topic 6)	3.17	GT1.1, GT1.2, GT3.1-GT3.4, GT6.3	<b>ASSIGNMENT 2.1</b>  Fill in <u>comparison chart</u> with the categories explaining a few of the social and emotional needs faced by each group of gifted students and some possible intervention strategies that a regular classroom teacher can utilize.  Choose one of the movies from the list.  Watch the movie, indicate on your chart difficulties with which the individual struggles. Write a paragraph under the chart describing the type of giftedness and what you have learned overall from your study of the exceptionally gifted.	3.17  3.18  3.19
Realize the need for additional or different assessment tools to identify special population students. (Topic 6)	3.18	GT4.1-GT4.3		
Learn how to recognize, understand, and support gifted children with multiple differences. (Topic 6)	3.19	GT4.1-GT4.3		
<b>Topic 7: From Risk to Resiliency / How can we help foster resiliency in at-risk gifted students?</b>				
Identify risk factors and resiliency as related to gifted students. (Topic 7)	3.20	GT1.2, GT2.1, GT2.2	<b>ASSIGNMENT 2.1</b>  Create an acrostic for the word "gifted" that highlights the risks, vulnerabilities, resiliency, and ability to overcome adversity exhibited by many gifted individuals. You may write this as a word document or a PowerPoint (or any other creative means of presentation.)  <b>Presentation</b>	3.20  3.21  3.22
Enumerate what you can do as a teacher to help students at risk. (Topic 7)	3.21	GT2.1-GT2.4		
List symptoms in children and adults of addiction and physical or sexual abuse. (Topic 7)	3.22	GT1.2, GT6.1-GT6.3		

Topic 8: Opportunities in Educational Placement / How can schools support our brightest students?			M3-SUPPORT, GUIDANCE AND ADVISEMENT OF GIFTED STUDENTS	
Read Templeton National Report on Acceleration- A nation deceived: How schools hold back America's brightest students. Vol. 1 and 2. (2004) and A Nation Empowered. Vol. 1 and 2 (2015) Colangelo, N., Assouline, S., & Gross, M. (Topic 8)	3.23	GT4.2, GT5.3, GT5.4, GT6.2, GT6.3	<b>M3 DISCUSSION</b>  Compare <u>A Nation Empowered, Volumes 1 and 2 (2015)</u> to <u>A Nation Deceived, Volume I and 2 (2004)</u> . <u>A Nation Empowered, Volumes 1 and 2 (2015)</u> is the updated report, written by the same authors. What has changed since this first report, <u>A Nation Deceived, Volume I and 2 (2004)</u> , was published? How does this impact how we should improve services for students who are gifted? What does this mean for students who are not gifted, but who are high performers? Write a reflection on what this means for you. <b>Reflection Post</b>	3.23
Understand two categories of acceleration - grade based and subject based - and list 18 acceleration options that respond to gifted students' academic needs and support their social and emotional well-being. (Topic 8)	3.24	GT3.2	<b>ASSIGNMENT 3.1</b>  Complete the following activities for this learning activity. Read <u>Jenny's Letter</u> to the Principal. (taken from the IAS Manuel) Write a letter as if you are a friend of Jenny's parents discussing what you think are the best options for Jenny, given her words. Also include possible negative impacts Jenny might experience, however small the likelihood. Make sure you use the research you've read relevant to acceleration. You also may choose to consider the following questions as you write: What could be done for Jenny? What may result if she is/isn't accelerated? What are the possible benefits and/or pitfalls of	3.24 3.25 3.26 3.27
Compare and contrast Florida's Acceleration Statute 1002.3105 f. s. with your district's schools' policies and activities for acceleration. (Topic 8)	3.25	GT3.2, GT6.2		
Recognize home-schooling as a positive option for some gifted students and families. (Topic 8)	3.26	GT5.2		
Be aware of myths, fears and expectations of teachers and administrators that hold back students and the research that responds to these concerns. (Topic 8)	3.27	GT6.1, GT6.2		

			<p>accelerating her? Might enrichment be a better option than acceleration? Explain.</p> <p><b>Letter</b></p>	
<b>Topic 9: Counseling, Guidance, and Career Placement / How can we help students learn what they want to do, not just what others think they should do?</b>				
Understand the need for supportive services for gifted individuals due to the complexity and sensitivity of their nature. (Topic 9)	3.28	GT3.1- GT3.3	<p><b>ASSIGNMENT 3.2</b></p> <p>Download the document to complete this activity. (view a sample chart)</p> <p>Do the following:</p> <p>In the first column, list the five aspects of the Self: intellectual, emotional, physical, social, and spiritual/moral in a word document vertically, in the left-hand column.</p> <p>Next, in the second column, rank them in their order of importance to you.</p> <p>In the third column, number the five in order of how much time you spend daily on each domain.</p> <p>Reaction: What do you notice about the differences between columns 1, 2, and 3? Are those numbers 4 &amp; 5 the ones you'd like to get to, but just cannot make that happen? Under your 3 columns, write about your results and how your life would be different if you lived out of all five aspects of the Self.</p>	
Recognize that a counselor, therapist, or psychologist must be educated in the gifted field so not to misdiagnosis common characteristics of gifted individuals as pathology. (Topic 9)	3.29	GT6.1- GT6.3		
Realize counseling provides empathy and partnership in times of need. (Topic 9)	3.30	GT6.1, GT6.2		



			<p>As you have read, health and well-being is created by tending to all five aspects every day. Gifted individuals tend to overemphasize the intellect and diminish the importance of at least several parts of themselves.</p> <p>Question 1: How might you help gifted children in your classroom recognize and respect their five domains? Write a short reflection.</p> <p><b>Writing Result/Reflection</b></p>	
Identify activities and resources to assist K-12 students who are gifted in planning for further education, career, or life choices. (Topic 9)	3.31	GT6.5, GT7.2, GT7.3	<p><b>ASSIGNMENT 3.3</b></p> <p>Search the Web for self-discovery inventories (at least 5).</p> <p>Select and take one yourself.</p>	
Recognize that guidance and career counseling support gifted individuals in decision-making for positive life choices. (Topic 9)	3.32	GT4.5, GT5.4, GT7.2, GT7.3	<ul style="list-style-type: none"> <li>Write a short paragraph how you can use these assessments with students to elicit self-reflection through the use of dialogue, journal entries, poetry, essays, oral presentations, role-playing, etc?</li> </ul> <p>Search for Web for a career inventory program that is accessible for free. ONET is one. Take the inventory.</p> <p>Write a short paragraph how you could use career inventories as a self-awareness activity with your gifted students.</p> <p><b>Paragraph</b></p>	<p>3.31</p> <p>3.32</p>

Topic 10: Supporting Social Skills and Leadership / How can we facilitate social skill and leadership development in students?			MODULE 4: SUPPORTING AND ADVOCATING THE GIFTED STUDENT	
Learn how to help students develop social skills and inspire leadership. (Topic 10)	3.33	GT4.5, GT5.4, GT5.5	<b>M4 DISCUSSION 4.1</b>  Discuss your findings to your leadership type and abilities assessment with the class (to the extent that you are comfortable). What is your leadership style, according to the Inventory? Do you agree? What characteristics do you feel are most important (your top 5)? Anything else you would like to share?  <b>Discussion</b>	3.33
Support gifted children's experience of global interconnectedness and personal responsibility to take action. (Topic 10)	3.34	GT5.4, GT5.5	<b>ASSIGNMENT 4.1</b>  Do the following: <ul style="list-style-type: none"> <li>Investigate options for students to participate in service learning projects where they work on community and welfare projects.</li> <li>What projects are on-going in your district schools and neighborhoods that students could join?</li> <li>How do these programs encourage students to take active roles in the community?</li> <li>Brainstorm who could come talk to your class to inform them on volunteer options and the service they could provide. Search through web sites with ideas and resources to help promote the development of philanthropic values.</li> </ul> Make a list that you could have available for the parents of your gifted students. The list should	3.33 3.34 3.35 3.36 3.37
Realize that a primary need in life is to belong. (Topic 10)	3.35	GT2.1		
Help gifted children to appreciate that their profound sensitivity and empathy can be channeled to help humankind. (Topic 10)	3.36	GT5.4, GT5.5		

Recognize that perceptivity, empathy, ethics, values, integrity, and leadership are related. (Topic 10)	3.37	GT2.2, GT5.4, GT5.5	include opportunities for service learning and leadership roles with a brief description and some websites where readers can learn more about leadership. <b>Service Learning List</b>	
<b>Topic 11: Advocates for the Gifted / How can advocates positively affect others' understanding and acceptance of gifted children's needs?</b>			<b>ASSIGNMENT 4.2</b>  Choose three articles you may use to help parents with their gifted child or children. Do the following: 1. List the 3 articles. 2. Write a short 2-3 sentence synopsis of the article. 3. Write why you would choose to give this article to parents as a support tool.  Create a pamphlet, website, reference sheet or other publication that would be appropriate to share with parents to share these articles.	
Acquire and refine the knowledge and skills needed to advocate for gifted learners. (Topic 11)	3.38	GT6.5		
Identify how parent, teacher, and educational advocates can positively affect gifted services and programming. (Topic 11)	3.39	GT6.5		3.38
Identify advocacy issues, needs, resources, educational laws, skills, and strategies. (Topic 11)	3.40	GT6.5		3.39
Support the necessity of self-advocacy by gifted students. (Topic 11)	3.41	GT6.1, GT6.5		3.40
<b>Topic 12: Parenting the Gifted Child and Family Dynamics / What is different about parenting a gifted child?</b>				3.41
Understand that gifted children naturally have unique needs that parents are challenged to address daily. (Topic 12)	3.42	GT1.1, GT1.2		3.42
Recognize that parents of gifted children need guidance and support to respond suitably to additional needs and demands of their children. (Topic 12)	3.43	GT1.2, GT6.2, GT6.3		3.43
Realize that parents of gifted children may experience isolation from other parents due to other's lack of understanding; societal expectations and myths; jealousy;	3.44	GT1.2, GT6.2, GT6.3		3.44

competition; and lack of acceptance that gifted children have special needs. (Topic 12)				
Understand the significance of the quote from Mr. Rogers: "The best parents can do for children is to listen to them." (Topic 12)	3.45	GT1.2, GT6.2, GT6.3	<b>M4 DISCUSSION 4.2</b>  Mister Rogers (yes, the famous Fred Rogers from Mister Rogers Neighborhood) was a very wise man. He studied children and education for years and made some significant contributions to how parents guide their children and help them develop. One of the "pearls of wisdom" he offered parents was this.  <i>"The best thing parents can do for children is to listen to them."</i>  Although he was not speaking specifically of gifted children, what do you think he meant by this comment? How is it particularly relevant to supporting gifted children? Do you agree with the quote, or might you say something different?  <b>Reflection Post</b>	3.45

## COMPETENCY 4: EDUCATION OF SPECIAL POPULATIONS OF GIFTED STUDENTS 2025

Participants will examine the many misconceptions of what it means to be gifted as well as the challenges and issues that face the diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. They will gain an understanding 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 of education. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students.

Specific Objective	Objective Code	NAGC-CEC Standards Gifted/Talented	Curriculum Study Assignment at Objective Level with Built-In Formative Assessment	Objective Codes Mastered
<b>Topic 1: Identification of Special Populations of Gifted Students / How do we identify the special populations?</b>			<b>MODULE 1: RECOGNIZING GIFTED IN SPECIAL POPULATIONS</b>	
Demonstrate knowledge of Plan B (Florida Statutes and State Board of Education c) and 6A. -6. 03313 (Procedural Safeguards for Exceptional Students Who are Gifted). (Topic 1)	4.1	GT4.1, GT4.2, GT4.3	<b>M1 DISCUSSION 1.2</b>  Discussion 1.2 - Discuss the question, "Do you agree or disagree with the development of different criteria for the identification of gifted students and should that criteria be based upon potential for gifted performance or upon demonstrated academic giftedness? Why?"  <b>Discussion Post</b>	4.1
Demonstrate Knowledge of alternative assessments and non-traditional screening, and evaluation appropriate for use with students from special populations. (Topic 1)	4.2	GT4.3	<b>ASSIGNMENT 1.1</b>  Review the <u>Demographics of Gifted Students</u> in Florida. Identify three challenges associated with the identification, placement, or provision of appropriate instruction to special populations of gifted students. Select a subgroup from the special	4.2
Match appropriate screening and identification procedures with the needs of special populations. (Topic 1)	4.3	GT4.1, GT4.2, GT4.3		4.3 4.4 4.5
<b>Topic 2: Diverse Types of Gifted Students / What are the categories and needs of these special populations of gifted students?</b>				

Within the broad spectrum of giftedness in the general population, identify subgroups and underserved populations. (Topic 2)	4.4	GT4.1, GT4.3	populations of gifted students, create an electronic presentation or create a document explaining the challenges you identified with this group of gifted students and how you plan to use this information in identifying this subgroup in your school.  <b>Presentation or Document</b>	
Understand the learning needs and challenges of diverse types of gifted students. (Topic 2)	4.5	GT2.1, GT3.1, GT3.2, GT3.4		
Identify the unique needs of gifted girls, culturally diverse, rural, those with disabilities, underachieving, highly gifted, young gifted students, and disadvantaged gifted students. (Topic 2)	4.6	GT3.1, GT3.3	<b>ASSIGNMENT 1.2 Option A OR B</b>  <b>Option A:</b> Choose a student in your class that you believe could qualify for the gifted program under Plan B. Complete the Gifted Indicators Checklist or a comparable one found in your district's Plan B based on that student. Score the checklist to determine if the student should be considered for eligibility of a gifted program. Write a one-page paper that explains why you would or would not recommend this student for testing for the gifted program. Use the data that you collected on the Gifted Indicators Checklist to support your response.  <b>Written Paper</b>  <b>OR</b>  <b>Option B:</b> Develop a presentation for your staff that explains Plan B. Be sure to include the rationale for Plan B, the criteria for the students, and characteristics specific to low socioeconomic status (SES) and English Language Learners (ELL) populations.	
Examine the challenges of finding gifted students from underserved populations. (Topic 2)	4.7	GT4.1, GT4.3		
Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations. (Topic 2)	4.8	GT3.4, GT4.5		4.6
<b>Topic 3: Multicultural Gifted Education: Incidence of Special populations of Gifted / Who are the special populations of gifted students?</b>				4.7
Examine the nature of giftedness in relation to multicultural principles and underserved populations. (Topic 3)	4.9	GT1.1, GT1.2, GT4.1		4.8
Acquire knowledge of diversity focus of national standards in gifted education. (Topic 3)	4.10	GT6.1, GT6.3		4.9
Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations. (Topic 3)	4.11	GT3.3		4.10
Examine personal cultural competencies. (Topic 3)	4.12	GT1.2		4.11
<b>Topic 4: Ethnicity / Why do special populations of gifted students need special considerations for programming and curricular options? How can programming for gifted students incorporate diverse ethnic perspectives?</b>				4.12
Understand the impact of global diversity issues in education of gifted students from diverse ethnic perspectives. (Topic 4)	4.13	GT1.1, GT1.2, GT4.1		4.13
			4.14	
			4.15	
			4.16	

Examine the rights and perspectives of diverse ethnic religions of gifted students and first amendment issues. (Topic 4)	4.14	GT2.1, GT3.4	Describe other underserved populations would be included.  <b>Presentation</b>	
Identify the characteristics of specific ethnic groups of gifted students. (Topic 4)	4.15	GT1.1, GT1.2, GT5.1		
Develop an awareness of and demonstrate teaching strategies for addressing the needs of specific ethnic groups. (Topic 4)	4.16	GT1.1, GT1.2, GT2.1-GT2.4		
<b>Topic 5: Linguistic Diversity / Why do linguistic minority gifted students need special considerations for programming? What modifications to the curriculum should be made for linguistic minority gifted students?</b>			<b>MODULE 2-DIVERSE GIFTED IN SPECIAL POPULATIONS</b>	
Understand the characteristics and needs of linguistic minority gifted students. (Topic 5)	4.17	GT1.1, GT1.2	<b>M2 Discussion</b>  Discuss the questions, "What are some of the specific barriers in the identification of gifted students from underrepresented populations?" and "What can be done to overcome the barriers?"  <b>Discussion Post</b>	4.17
Appreciate and incorporate the cultural and linguistic perspectives of gifted students who are bilingual or multilingual into curriculum. (Topic 5)	4.18	GT3.1-GT3.4	<b>ASSIGNMENT 2.1</b>  After reading a biography of an eminent person who had a disability, develop a reflection paper, poem, or graphic collage that is reflective of the obstacles he/she had to overcome. Completed one-page reflection paper, poem, or graphic collage on an eminent person with a disability  <b>Reflection Product</b>	4.17 4.18 4.19 4.20 4.21 4.22
Examine policies and procedures for working with gifted LEP (Limited English Proficient) or EL (English Learners) students. (Topic 5)	4.19	GT6.1, GT6.2, GT7.3		
Examine ways to identify high potential linguistic minority students. (Topic 5)	4.20	GT4.1, GT4.3		
Identify strategies to effectively work with linguistic minority students. (Topic 5)	4.21	GT4.5, GT5.1-GT5.5		
Identify strategies to effectively work with linguistically diverse gifted students and those who are classified as LEP or EL students. (Topic 5)	4.22	GT4.5, GT5.1-5.5		
<b>Topic 6: Underachievement / Why do underachieving gifted students from diverse populations need special considerations for programming and curricular options?</b>				

Examine the impact of cultural, ethical, and educational norms and expectations on underachievement in gifted students. (Topic 6)	4.23	GT1.1, GT1.2	<b>ASSIGNMENT 2.2 Option A OR B</b>  <b>Option A:</b> List and describe 10 different ways that you would differentiate the content, process, product or learning environment to meet the needs of an underachieving student.  <b>List/Description</b>  <b>OR</b>  <b>Option B:</b> Review the <u>Demographics of Gifted Students</u> in Florida. Identify three challenges associated with the identification, placement, or provision of appropriate instruction to low income students. Create an electronic presentation or create a document explaining the challenges you identified with low income students and how you plan to use this information in identifying this subgroup in your school.  <b>Presentation or Paper</b>	
Understand the individual characteristics, attitudes, and circumstances that can affect the achievement of a gifted student from diverse populations. (Topic 6)	4.24	GT6.1, GT6.2, GT6.3		
Explore ways to identify gifted students from special populations who are unsuccessful in school. (Topic 6)	4.25	GT4.1		
Examine the characteristics and needs of these students. (Topic 6)	4.26			
Identify strategies to assist these students. (Topic 6)	4.27	GT2.3, GT2.4, GT4.5, GT5.1-5.5		
<b>Topic 7: Socio-economic and Educational Disadvantage / How does poverty and lack of opportunity mask the recognition and development of giftedness in disadvantaged students?</b>				
Identify and describe low socio-economic status populations that are underserved. (Topic 5)	4.28	GT1.1, GT1.2		4.23
Examine the nature of giftedness as masked by socio-economic and educational disadvantages. (Topic 7)	4.29	GT1.1, GT1.2		4.24
Identify inhibiting socio-economic factors that have prevented services for low-income gifted children. (Topic 7)	4.30	GT1.1, GT1.2, GT2.1, GT2.2, GT2.4		4.25
Identify key research on identification of disadvantaged gifted students from underserved populations. (Topic 7)	4.31	GT1.1, GT1.2, GT6.1-GT6.5		4.26
Examine alternative, contextual or process-oriented forms of assessment as promising ways to identify low-income gifted students. (Topic 7)	4.32	GT4.1-GT4.4		4.27
			4.28	
			4.29	
			4.30	
			4.31	
			4.32	
			4.33	
			4.34	



Examine methods and strategies that challenge the unique needs of disadvantaged gifted children. (Topic 7)	4.33	GT5.1- GT5.5		
Research promising programs and services for socio-disadvantaged 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 7)	4.34	GT6.1-GT6.5		
<b>Topic 8: Twice-Exceptional Students / Why are students with physical and sensory impairments underrepresented in gifted programs? How can we increase representation of students with emotional and behavioral disorders in the gifted program and meet their needs in the classroom? How can we improve participation of students with learning disabilities in the gifted program and meet their unique needs in the classroom?</b>				
Clarify and define diverse types of gifted twice-exceptional students. (Topic 8)	4.35	GT1.1, GT1.2	<b>ASSIGNMENT 2.2</b>  Complete a short case study on a gifted twice-exceptional student. Select which disability: physical impairments, sensory impairments, emotional and behavioral disabilities, and learning disabilities. Student may be imaginary.  Describe the gifted twice-exceptional student's giftedness and disability characteristics. Include any medical diagnoses, strengths, and weakness, as well as any strategies that may have been used in the past to support the student.	4.35 4.36 4.37 4.38
Demonstrate knowledge, characteristics, and needs of students who are both gifted and have a disability, including physical impairments, sensory impairments, emotional and behavioral disabilities, and learning disabilities. (Topic 8)	4.36	GT1.1, GT1.2 GT6.1, GT6.2, GT6.3		
Identify the reasons that gifted students with disabilities are underrepresented in gifted programs. (Topic 8)	4.37	GT1.1, GT4.1		

Discuss strategies and programming needs for gifted students who are twice-exceptional. (Topic 8)	4.38	GT2.4, GT5.1-GT5.5	Determine a list of at least five general classroom accommodations to support the student.  Provide a rationale for each of your accommodation recommendations.  <b>Case Study</b>	
<b>Topic 9: Diverse Family Structures and Pressures / How do the many different types of families and the challenges they face affect the development of the gifted student from special population groups?</b>			<b>MODULE 3: UNIQUENESS AND UNDERACHIEVEMENT OF GIFTED STUDENTS</b>	
Identify and describe the impact of non-traditional experiences, values, and cultural expectations on the development and educational experiences of gifted students. (Topic 9)	4.39	GT1.1, GT1.2, GT4.1, GT6.2	<b>ASSIGNMENT 3.2</b>  Write a one-page paper on the different types of family structures, circumstances, and pressures that gifted students from diverse families experience and how it affects academic achievement.  <b>Paper</b>	4.39
Identify the unique characteristics and needs of gifted students from diverse family structures. (Topic 9)	4.40	GT1.1, GT1.2, GT6.3		4.40
Identify strategies for stimulating personal growth of gifted students from diverse families. (Topic 9)	4.41	GT4.5, GT5.1-GT5.5		4.41
Identify community support systems for diverse families of gifted students. (Topic 9)	4.42	GT4.1, GT6.3, GT7.2, GT7.3		4.42
<b>Topic 10: Gender and LGBTQ+ / Why do special populations of LGBTQ+ need unique considerations for programming and curricular options?</b>				
Examine stereotyping and prejudice that impacts girls, boys, and those who identify as LGBTQ+. (Topic 10)	4.43	GT1.2, GT4.1, GT6.2	<b>ASSIGNMENT 3.2</b>  Create a presentation to share with teachers of the gifted on one of the following special populations of gifted students:  Girls / Boys / A specific subgroup of the LGBTQ+ community  The presentation should include the following information: Appropriate definition and description of the population	4.43
Examine the impact of culture and ethnicity on gender expectations for gifted students from minority groups. (Topic 10)	4.44	GT1.1, GT1.2, GT4.1		4.44 4.45

Demonstrate knowledge of how gender can affect achievement and aspirations of gifted students. (Topic 10)	4.45	GT1.1, GT1.2, GT6.2, GT6.3	Identified stereotyping and prejudice that impacts the chosen special population Any cultural and/or ethnic impact on expectations and acceptance of the chosen special population How this identity can affect achievement and aspirations of the gifted student Organizations to support the chosen special population Any specific unique needs of the chosen special population <b>Presentation</b>	
Explore the contribution of mentorships in their education. (Topic 10)	4.46	GT4.4, GT4.5, GT6.5	<b>M3 Discussion</b> Identify a mentorship program for gifted students from special population groups, then discuss how they would benefit from this type of program. <b>Discussion Post</b>	
<b>Topic 11: Age: Young Gifted and Highly Gifted / Why do special populations of very young gifted students, and the highly gifted, need special considerations for identification, programming, and curricular options?</b>			<b>MODULE 4 - MEETING THE NEEDS OF ALL GIFTED STUDENTS</b>	
Examine concepts of age-appropriate development in relation to concepts of giftedness. (Topic 11)	4.47	GT1.2, GT4.1, GT6.2, GT6.3	<b>M4 Discussion</b> Discuss “Why is it important to identify gifted learners as early as possible and what makes identifying difficult?” <b>Discussion Post</b>	4.47
Understand the needs and characteristics of very young gifted students. (Topic 11)	4.48	GT1.1, GT1.2	<b>ASSIGNMENT 4.1</b>  Prepare a PowerPoint presentation for the stakeholders (parents, peers, administrators) explaining curricular options that could be put into place as a part of services for ( <b>Choose one</b> ) highly gifted children or very young gifted students. Include information on	4.48
Examine ways to identify very young gifted students in early childhood education and support their educational and personal needs. (Topic 11)	4.49	GT3.1-GT3.4, GT4.3		4.49
Understand the needs and characteristics of highly gifted students. (Topic 11)	4.50	GT4.1-GT4.4		4.50 4.51 4.52

Identify problems, challenges and present options for developing skills in highly gifted students. (Topic 11)	4.51	GT4.1- GT4.4	characteristics, challenges, and program options.  PowerPoint Presentation	
Examine exemplary practices and programs for meeting the needs of the highly gifted student. (Topic 11)	4.52	GT5.1-GT5.5		
<b>Topic 12: Evaluation of Effective Programs for Special Populations of Gifted Students / How can we judge the effectiveness of programs for special populations of gifted students?</b>				
Identify and describe criteria of effective programs. (Topic 12)	4.53	GT1.1, GT1.2, GT6.1	<b>ASSIGNMENT 4.2</b> Develop an Action Plan by completing the Gifted Program Services Evaluation PDF by evaluating gifted program services at your school. Select one element of the program to evaluate. Then use school or district data to guide you through the creation of your Action Plan.  <b>Action Plan</b>	4.53 4.54 4.55 4.56 4.57
Examine theories of giftedness in the socio-cultural perspective in relation to goals for gifted programs. (Topic 12)	4.54	GT6.1- GT6.5		
Identify instructional methods that accommodate the needs of special populations. (Topic 12)	4.55	GT5.1-GT5.5		
Identify key research on programs for special populations. (Topic 12)	4.56	GT6.1-GT6.5		
Communicate and consult with school personnel to evaluate the effectiveness of programs in local schools/districts. (Topic 12)	4.57	GT7.1-GT7.3		

## COMPETENCY 5: THEORY AND DEVELOPMENT OF CREATIVITY 2025

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.

Specific Objective	Objective Code	NAGC-CEC Standards Gifted/Talented	Curriculum Study Assignment at Objective Level with Built-In Formative Assessment	Objective Codes Mastered
<b>Topic 1: Valuing Creativity / Why is creativity important?</b>			<b>MODULE 1: VALUING CREATIVITY</b>	
Describe the importance, implications, and benefits of creative thinking for students in today's schools and for society. (Topic 1)	5.1	GT1.1, GT1.2, GT2.1-GT2.4	<b>M1 DISCUSSION</b> Complete the self-assessment survey. Share your comments about the survey and/or some individual personal experiences you have had with creativity in the classroom and beyond. <b>Discussion Post</b>	5.1
Demonstrate an understanding of how creative thinking can be used to address problems in society. (Topic 1)	5.2	GT5.4	<b>ASSIGNMENT 1.1</b> List and discuss examples of how creative thinking can be used to address real problems in contemporary society.	5.2
Describe the impact of creativity on personal growth and self-actualization. (Topic 1)	5.3	GT1.1, GT1.2, GT2.1-GT2.4, GT4.5	<b>ASSIGNMENT 1.2</b> Draft a tentative personal definition of Creativity. In addition to your definition, make sure you include how creativity can support our personal growth.	5.3
<b>Topic 2: Defining Creativity / What is creativity?</b>			<b>MODULE 2: DEFINING CREATIVITY</b>	

Compare and contrast several definitions of creativity, including a personal definition, and explain why a single definition has not been universally accepted. (Topic 2)	5.4	GT1.2, GT5.1	<b>M2 DISCUSSION</b>  Choose the researcher from the Creative Process who provides the explanation closest to your own of creativity. Explain why you chose this researcher/definition, and how you use this definition of creativity when you plan your classroom instruction.  What is your definition of creativity? How has it changed since you started this course?  <b>Discussion Post</b>	5.4 5.5
Review research in the field of creativity and apply it to a classroom setting. (Topic 2)	5.5	GT1.2, GT5.1		
Demonstrate an understanding of the elements of creative thinking, e.g. fluency, flexibility, originality and elaboration. (Topic 2)	5.6	GT1.2, GT5.1	<b>ASSIGNMENT 2.1</b>  Create a visual representation of the elements of creative thinking.  <b>Representation</b>	5.6
Identify cognitive and personal characteristics associated with creativity across cultures and throughout time using contemporary and historical examples. (Topic 2)	5.7	GT1.2, GT2.1, GT5.1	<b>ASSIGNMENT 2.2</b>  Read Creative Thinking Behaviors, focus on verbs used to describe creative thinking in both cognitive and affective areas. Create examples of tasks/assignments you might assign to students using verbs from the reading. You should have five examples from the different behaviors (only one example for each behavior you choose).  <b>Examples</b>	5.7
<b>Topic 3: Developing and Nurturing Creativity / How can creativity be developed and nurtured?</b>			<b>MODULE 3: DEVELOPING AND NURTURING CREATIVITY</b>	
Identify specific personal, developmental, socio-cultural, and educational experiences that facilitate and those that	5.8	GT2.1, GT2.2	<b>M3 DISCUSSION</b>	5.8

inhibit the development of creativity and its expression. (Topic 3)			Choose a person you know whom you see as a creative individual. Interview this individual using Creative Reflection #2. Write a reflect on the persons responses. <b>Reflection</b>	
Recognize ways to establish a classroom environment that fosters the development and expression of creativity. (Topic 3)	5.9	GT2.1-GT2.4	<b>ASSIGNMENT 3.1</b> Re-design a lesson you have taught to incorporate one or more of the climatic characteristics described in, "Climate for Creativity", "The Environment Conducive to Creativity" and "Ways to Enhance Creativity: A Different Approach". Describe how your room is conducive for fostering creativity during the lesson or what changes need to be made. <b>Lesson plan/Description</b>	5.9 5.10
Plan appropriate teaching strategies and groupings that support the development and expression of creative abilities. (Topic 3)	5.10	GT5.1, GT5.5		
Investigate tools and programs (e.g. Odyssey of the Mind, Future Problem Solving, Invent America) for generating ideas, focusing thought, and fostering creativity. (Topic 3)	5.11	GT5.1-GT5.5	<b>ASSIGNMENT 3.2 Option A or B</b> <b>Option A:</b> Choose a Brainstorming Technique and use it with one of your classes during a lesson - or as a lesson itself. Provide a 300-word reflection on the outcome. <b>Reflection</b> OR <b>Option B:</b> Based on the content of the readings, create a diagram or visual depiction of matched creative characteristics and teaching strategies. <b>Diagram or Visual Depiction</b>	5.11 5.12
Develop instructional plans to integrate creativity within and across the content areas on process and product. (Topic 3)	5.12	GT5.2, GT5.4, GT5.5		

Topic 4: Measuring Creativity and Assessing Creative Outcomes / How can creativity be measured and creative outcomes be measured?			MODULE 4: MEASURING CREATIVITY AND ASSESSING CREATIVE OUTCOMES	
Understand the role of assessment of creativity and the use of tests and inventories. (Topic 4)	5.13	GT4.1-GT4.5	<b>M4 DISCUSSION</b>  Review instruments used to measure creativity, including information on reliability and validity. You will post your position on the question: "Are creativity tests worth using?" on Discussion Forum 4.1. Support your position with evidence from your reading.  <b>Discussion</b>	
Describe, compare, and evaluate different instruments for measuring creativity. (Topic 4)	5.14	GT4.1-GT4.5	<b>ASSIGNMENT 4.1 Option A or B</b>  <b>Option A:</b> Add a creative component to a pre-existing student assignment and design a rubric for assessing the outcome. Submit the assignment directions or description and the rubric.  <b>Assignment Directions/Rubric</b>  <b>Option B:</b> Assess a creative product with the Student Product Assessment Form (SPAF) . Submit a copy of the student work along with the completed SPAF.  <b>Assessment/Student Work</b>	GT4.1- GT4.5  GT4.1- GT4.5  GT4.1- GT4.5
Examine the role of assessment, including portfolio development, in the evaluation of creative processes and products. (Topic 4)	5.15	GT4.1-GT4.5		
Describe traits and appropriate criteria used to assess creative outcomes and products. (Topic 4)	5.16	GT4.1-GT4.5		
<b>Topic 5: Personalization and Commitment to Creativity / How will you commit to nurturing creativity in your students and yourself?</b>				
Explore and analyze the ethical issues surrounding creativity. (Topic 5)	5.17	GT6.1	<b>ASSIGNMENT 4.2</b>	5.17



			Explore topics related to ethics such as creativity and nationalism; creativity and equity creativity as human freedom; creativity of the future. Generate a web or collage about how we see creativity in at least one of the areas (arts, science, education, etc.) affecting humans and predicting how creativity will be needed in the future.	
Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity. (Topic 5)	5.18	GT2.1, GT2.2	<b>ASSIGNMENT 4.3</b>  Design a personal plan to establish an environment to nurture and develop creativity. Create a visual representation of the plan.  <b>Personal Plan Visual</b>	5.18
Evaluate personal and student creativity development and monitor success in applying creativity strategies to real problems and challenges. (Topic 5)	5.19	GT4.4, GT4.5		5.19

## **E. 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.

## **COMPETENCY COMPLETION REQUIREMENTS**

The option of completing the five components is available for teachers in lieu of taking college courses to earn the Gifted Add-on Endorsement. In order to satisfy specialization requirements in Rule 6A-4.01791, Florida Administrative Code, participants must have a bachelor's or higher degree with certification in an academic class coverage and complete 15 semester hours or 300 inservice hours including the following: Nature and Needs, Curriculum and Instructional Strategies for Teaching Gifted Students, Guidance and Counseling for the Gifted, Education of Special Populations of Gifted Students, and Theory and Development of Creativity.

### **A. 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.

In order to satisfy specialization requirements in Rule 6A-4.01791, Florida Administrative Code, participants must complete all requirements listed above.

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

Proof of successful course completion and the awarding of inservice points will be maintained by the district professional development office. At the conclusion of each course, each participant successfully mastering the competencies therein will be awarded inservice credit per the Professional Learning Catalog. Upon successful completion of all five required courses, completing the required 300 inservice hours, the professional development office will provide the participant with a Certificate of Completion noting that the participant has successfully completed the Gifted Add-on Endorsement Program. The teacher certification office will then assist the participant in completing Form CG-10 and collecting the appropriate processing fees associated with petitioning The Florida Department of Education to add the Gifted Add-on Endorsement to the educator's teaching certificate.

## **B. 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.

## **C. 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**

### **A. 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.

## **B. ANNUAL REVIEW**

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

### **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

### **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.

### **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 Professional Learning Catalog/Endorsement Coordinator will be responsible for the overall management of the add-on program. Inservice training will be offered by districts, NEFEC, FDLRS, 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 28)

### **A. 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.

### **B. 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.

### **C. 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.

#### **D. TRANSFER AND UTILIZATION OF CREDIT**

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.

#### **E. 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.

## Amendment to 2019-2020 NEFEC Professional Learning Catalog/Master Inservice Plan

**School Board Approval for:**

<b>New Component</b>	<b>Reading Number</b>	<b>SWD Number</b>	<b>Points</b>
Exploring Structured Literacy (PDA)	2-013-006**	2-100-024*	40

Amendment to change component numbers and inservice points for the Autism Spectrum Disorders Add-on Endorsement courses.

<b>Component Title</b>	<b>Change From</b>	<b>Change To</b>	<b>Points</b>
Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience	1-100-004	1-100-006	80
Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience	1-101-001	1-101-002	80
Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience	3-100-006	3-100-007	80

Amendment to add component titles and numbers for the 2020-2025 Gifted Add-on Endorsement courses.

<b>Component Title</b>	<b>Number</b>	<b>Points</b>
Nature and Needs 2025	1-106-006	60
Curriculum Development for the Gifted 2025	1-106-007	60
Guidance and Counseling for the Gifted 2025	1-106-008	60
Special Populations of Gifted Students 2025	1-106-009	60
Theory and Development of Creativity 2025	1-106-010	60

## Exploring Structured Literacy

BEES Portal to Professional Development Alternatives (PDA)

**COMPONENT NUMBER:** 2-100-024\* / 2-013-006\*\*

Function: 2

Focus Area: 100\* / 013\*\*

Local Sequence Number: 024\* / 006\*\*

**POINTS TO BE EARNED:** Minimum 40 / Maximum 40

\*Use component number for SWD inservice points.

\*\*Use component number for Reading inservice points.

**DESCRIPTION:** This online professional development course is offered by the Florida Diagnostic and Learning Resources System (FDLRS), in collaboration with Florida's Personnel Development Support Project (PDSP) at FCIM/FSU. It is funded by the Florida Department of Education, Bureau of Exceptional Education and Student Services (BEES), through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B. This course is designed to provide a professional learning opportunity to effectively meet the needs of students with persistent reading difficulties and disabilities, including dyslexia. This component is intended to be completed in its entirety. Therefore, no partial credit will be granted.

### LINKS TO PRIORITY INITIATIVES

- ☒ Assessment and tracking student progress
- ☒ Continuous Improvement practices
- ☒ Instructional design and lesson planning
- ☒ Mastery of a specific instructional practice: Multisensory strategies

### FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
<b>Planning</b>	<input checked="" type="checkbox"/> 1.1.1, 1.1.2, 1.1.3	<input checked="" type="checkbox"/> 2.1.1, 2.1.2, 2.1.4	<input checked="" type="checkbox"/> 3.1.2, 3.1.3, 3.1.4, 3.1.5,
<b>Learning</b>	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6	<input checked="" type="checkbox"/> 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6	<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.8, 3.2.9
<b>Implementing</b>	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3	<input checked="" type="checkbox"/> 2.3.1, 2.3.2, 2.3.3	<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
<b>Evaluating</b>	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4, 1.4.5	<input checked="" type="checkbox"/> 2.4.2, 2.4.3, 2.4.4	<input checked="" type="checkbox"/> 3.4.2, 3.4.3, 3.4.5

### IMPACT AREA(S):

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
- ☒ Repetitive practice leading to changes in proficiency of educator or leader on the job
- ☒ Tracking improvements in student learning growth supported by the professional learning



## **SPECIFIC LEARNER OUTCOMES:**

Upon successful completion of this module, participants will be able to:

1. Develop your knowledge and understanding of the historical perspective on reading.
2. Identify the kinds and characteristics of readers categorized by the Simple View of Reading.
3. Recognize the language and neurobiological basis of reading disabilities, including dyslexia.
4. Explain various projects, entities, and resources available to Florida educators supporting evidence-based literacy learning.
5. Define what is meant by Universal Design for Learning and Assistive Technology.
6. Identify elements of effective, evidence-based literacy instruction and how to appropriately match instruction to student need.
7. Recognize the role assessment plays in planning structured literacy instruction.
8. Develop your knowledge and understanding of the role phonological awareness and phonemic awareness plays in literacy learning.
9. Describe how phonetics is foundational knowledge for educators for teaching students to read and spell.
10. Recognize that phonological processing deficits affect all areas of reading and are a hallmark of individuals with reading difficulties.
11. Increase your understanding of the components of phonological awareness and phonemic awareness.
12. Implement activities for teaching phonological awareness and phonemic awareness skills.
13. Develop your knowledge and understanding of the history of writing systems and their impact on modern English.
14. Explain the correspondence between phonemes and graphemes in English.
15. Describe English orthographic conventions and the predictability of the English language.
16. To explain the importance of structured literacy instruction in developing accurate decoding for all students, especially those with reading difficulties and disabilities.
17. Implement activities for teaching sound-symbol correspondences (i.e. phonics or decoding) and syllables.
18. Develop knowledge and understand the impact morphology has on literacy learning.
19. Define the essential terminology related to morphology.
20. Describe the relationship of etymology to morpheme patterns.
21. Explain the importance of structured literacy instruction in developing morphological awareness, especially for students with reading difficulties and disabilities.
22. Implement activities for teaching morphology.

23. Develop knowledge and understand the impact syntax has on literacy learning.
24. Describe the language components of syntax.
25. Recognize that understanding sentences requires knowledge of syntax.
26. Explain the importance of structured literacy instruction in developing syntactical awareness.
27. Implement activities for teaching syntax.
28. Develop knowledge and understand the impact that semantics has on literacy learning.
29. Define the three ways language derives meaning.
30. Describe the contribution of semantics to vocabulary acquisition.
31. Explain an explicit, systematic method for choosing essential words to teach and an effective instructional routine to teach vocabulary.
32. Implement activities for teaching semantics.

**LEARNING PROCEDURES (METHODS):**

Participants will be engaged in one or more of the following types of professional learning activities.

**LEARNING METHODS CODE:** B-Electronic Interactive

**WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?**

Participants will achieve mastery of the specific objectives/learning targets by completing the online course in its entirety, which includes the following directed activities appropriate to the various areas of content and referenced within the course:

1. Read all course content, related professional articles, and participate in group discussion(s) and activities related to the content.
2. Complete all online learning activities and assessment tasks successfully throughout the course.
3. Participate in group meeting after completing Unit 3 assessment tasks to discuss findings, reflect, and complete the FDLRS Impact Database.
4. Complete multiple choice, true-false, matching, and fill-in-the-blank Check Your Understanding quizzes in all units of study.
5. Complete a phonology review, carefully following the sequence of instruction to identify elements of the lessons that are explicit, systematic, and/or multisensory. Complete the Phonology Review Chart with specific evidence of explicit, systematic, and/or multisensory instruction in phonological and phonemic awareness lessons. Describe what you learned about the way phonological and phonemic awareness instruction is provided in the reading program you reviewed.
6. Collect pre-assessment data to identify the need of your student(s) in the area of phonics and complete a Sound-Symbol Correspondence/Syllable Student(s) Profile and Instructional Plan. Select one multisensory intervention strategy in the area of phonics directly linked to student need to implement. After delivering the instructional plan,

collect post-assessment data to determine intervention effectiveness, complete a Sound-Symbol Correspondence/Syllable Implementation Results reflection, and post pre/post data in the FDLRS Impact Database online.

7. Plan, deliver, and reflect on an explicit, systematic, and multisensory vocabulary lesson using the Vocabulary Lesson Template.
8. Review course references and resources.

#### **EVALUATION:**

Participants will complete 1 Demographic Survey, 3 Discussion Posts, 6 Quizzes with at least 80% accuracy, 4 Dropbox Tasks, 1 FDLRS Impact Database Entry, and 1 Satisfaction Survey, which will be reviewed by the course facilitator for satisfactory completion according to task specific scoring guidelines. Participants will be provided the opportunity to revise any assessment task not meeting course expectation and resubmit for credit. No partial credit will be awarded.

#### **HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?**

- Online coursework

#### **IMPLEMENTATION/MONITORING PROCEDURES**

**Implementation/Monitoring Code:** M-Structured Coaching/Mentoring, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive)

**Implementation Support:** Participants will demonstrate continued application of knowledge learned from this course via instructional review and implementation activities, on-going e-mail with facilitator and participation in group meetings. Participants will be provided with access to additional resources and professional development opportunities to extend content of this component. Participants completing this component will be surveyed to determine use of the knowledge, skills gained and the impact of the component on job performance and student learning gains.

**Monitoring Procedures:** Structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.

**IMPACT EVALUATION PROCEDURES:** A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

**Evaluation Methods for Staff Code:** A-Changes in Instructional Practice, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities

**Evaluation Methods for Students Code:** D-Observation of Student Performance, F-Other Performance Assessment

## **WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?**

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

**PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:** describe what will be done with the data obtained through the evaluation processes

## **WHAT OTHER FORMS OF EVALUATION DATA WILL BE GATHERED:**

### **a. What evaluation data addresses value of the PD design?**

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

### **b. What evaluation data addresses quality of implementation of the PD?**

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant
- Alignment and quality of student artifacts that participants submit
- Quality of instruction that teachers demonstrate
- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

### **c. Who will use these aspects of PD evaluation data?**

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

# **Autism Spectrum Disorders Add-on Endorsement Program K-12 2020-2025 NEFEC**

## **School Board Approval for Five-Year Renewal Period**

Substantial revisions were made to the NEFEC Autism Spectrum Disorders Add-On Endorsement Program K-12 2020-2025 to align with the format of other NEFEC endorsements.

The newly written NEFEC Gifted Add-on Endorsement Program 2020-2025 includes:

- Revised narratives and additional text to clarify language
- New Components developed by FDLRS
- Reformatted Matrix to clearly demonstrate the ASD Add-on Endorsement Program will lead to mastery for participants taking courses.

# Autism Spectrum Disorders

Add-On Endorsement Program K-12

2020-2025



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

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

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# **AUTISM SPECTRUM DISORDER ADD-ON ENDORSEMENT PROGRAM K-12**

## **PROGRAM RATIONALE AND PURPOSE**

The Autism Spectrum Disorder Endorsement Program is designed to increase the level of knowledge, expertise, and understanding of educators working with K-12 students diagnosed with Autism Spectrum Disorder. The endorsement is intended to raise the awareness of the unique characteristics, emotional/social needs, and other challenges and issues related to students with Autism Spectrum Disorder and its range of pervasive developmental disorders that adversely affect functioning and result in the need for specially designed instruction and related services. It is designed to foster an understanding of policies and guidelines to ensure implementation of appropriate curriculum, differentiation, strategies, educational intervention, and support for this diverse population. The purpose of the Autism Spectrum Disorder Endorsement Program is to provide an alternative training program to reduce the number of out-of-field teachers in the area of K-12 students with Autism Spectrum Disorder and to develop a pool of qualified and fully endorsed teachers with this specialized focus. The option of completing the Autism Spectrum Disorder Endorsement Program is available for teachers in lieu of taking online courses made available through limited university options. Additional information about Autism Spectrum Disorder can be found at the Florida Department of Education website: <http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/autism-spectrum-disorder-asd.shtml>

Due to the

- increase in the prevalence of children with ASD by the National Institute of Health (1:59 births, 2018),
- the subsequent increase in school populations of students with ASD and demand for services within schools,
- the identification by both the State of Florida and individual localities of ASD being a Critical Shortage Area, and
- an insufficient number of highly qualified teachers needed to staff ASD classrooms,

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

## **A. NEED FOR PROGRAM**

The NEFEC 2015-2020 Autism Spectrum Disorder Endorsement Program did not have any participants complete the program. The program required 240 hours of face-to face time and a full-time facilitator. FDLRS has developed online courses for the 2020-2025 ASD Endorsement Program that will improve accessibility for NEFEC teachers, thus enabling this endorsement to be attractive for participants living in rural districts.



<b>DISTRICT</b>	<b># of Teachers who completed the NEFEC ASD Endorsement Program</b>	<b># of Students with ASD Currently Enrolled</b>
BAKER	0	38
BRADFORD	0	54
COLUMBIA	0	126
DIXIE	0	17
FLAGLER	0	203
GILCHRIST	0	22
HAMILTON	0	14
HERNANDO	0	355
LAFAYETTE	0	14
LEVY	0	72
MADISON	0	32
MONROE	0	148
PUTNAM	0	164
SUWANNEE	0	82
UNION	0	51
FSU LAB SCH	0	18
UF LAB SCH	0	*

## **PROGRAM CONTENT/CURRICULUM COMPETENCIES**

Competencies to be addressed in the program are

- aligned with the general parameters delineated by Florida Statute,
- consistent with the course descriptions and objectives of the Add-On Endorsement Programs for Autism Spectrum Disorder offered by state universities and existing programs within Florida school districts,
- aligned with the Council for Exceptional Children (CEC) Autism Standards, and are
- written with an emphasis on evidence-based practices as identified by the National Professional Development Center on Autism Spectrum Disorder.

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

### **A. SPECIALIZATION/PROFESSIONAL STUDIES**

**6A-4.01796 Specialization Requirements for Endorsement in Autism Spectrum Disorders – Academic Class.**

- (1) A bachelor's or higher degree with certification in any exceptional student education area; and,
- (2) Twelve semester hours to include:

- (a) Nature of autism spectrum disorders (to include student characteristics, appropriate learning goals, teaching approaches, environmental arrangements, etc.);
- (b) Use of assistive and instructional technology and natural, alternative and augmentative communication systems for students with autism spectrum disorders;
- (c) Behavior management and positive behavior supports for students with autism spectrum disorders;
- (d) Assessment and diagnosis of autism spectrum disorders; and,
- (e) Field-based experience with students with autism spectrum disorders.

*Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History—New 7-1-02.*

Participants will develop classroom behavior analysis techniques and positive behavior supports. They will increase their instructional strategy repertoire, learning goal development, and environmental management skills for working with students across the spectrum with an autism diagnosis. Additionally, participants will enhance their knowledge and skills of language and communication needs within the ASD population and available alternative and augmentative technology to address those needs. Finally, participants will further develop their assessment and diagnostic skills in working with students with autism.

The inservice courses will model the instructional strategies to be used to teach students with ASD in the K-12 program and include a variety of teaching modes, materials, media, and technologies, appropriate to the subject area(s) of the individual teachers participating. In addition, the inservice courses will incorporate scientifically based research on teaching students with ASD in K-12 programs. Finally, the courses will include strategies for developing cooperative working relationships with other teachers, agencies, and parents.

## **B. NATIONALLY RECOGNIZED GUIDELINES**

Each of the three inservice courses focuses on research-based classroom practices with an emphasis on school-age evidence-based practices as identified through a meta-analysis by the *National Professional Development Center on Autism Spectrum Disorder*, 2017.

Validation of inservice content is important to ensure that teachers of students with autism have the skills needed to most effectively serve those students with the highest needs in the classroom. For this reason, course content has been keyed to The *Council for Exceptional Children (CEC) Standards for Autism Spectrum Disorder* and can be found in Appendix A.

The Add-on Endorsement Program will address both the Evidence-Based Practices and the CEC Standards for Autism Spectrum Disorder. In order to create and maintain the content, the Florida Diagnostic Learning Resources System (FDLRS) has contracted with and will continue to consult with professionals in the field to create course content and to facilitate inservice courses. Course content is reviewed on an on-going basis to ensure that new research and updated web resources are included. St. John's County, Volusia County, Duval County Schools, Northeast Florida Educational Consortium (NEFEC) and Panhandle Area Educational Consortium (PAEC) existing plans as well as course descriptions for state universities were all consulted in the development of the autism endorsement plan.

## INSTRUCTIONAL DESIGN AND DELIVERY

There are three modules in the Autism Spectrum Disorder Endorsement which cover assessment, diagnosis, behavior analysis, positive behavior supports, assistive technology, communication systems, and field experience (embedded in each course). Participants must complete all three modules.

There are three modules:

1. Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience
2. Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience
3. Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

Given the overall scope and intensity of the program, courses will be scheduled over a twelve-week period (per course). It is imperative that participants are given ample opportunity to acquire the necessary knowledge and skills needed for implementation. Practical application through field experience exercises will take time and guidance, as well. Providing time and support for both through experienced facilitators is paramount to participant success. Participants will document their field experiences and submit resulting artifacts to their facilitator.

### A. INSTRUCTIONAL STRANDS

Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience	Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience	Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience
<ol style="list-style-type: none"> <li>1. The Basics of Autism</li> <li>2. History and Assessment</li> <li>3. Evidence Based Practices</li> <li>4. Parental Involvement</li> <li>5. Sensory Differences</li> <li>6. Visual Schedules</li> <li>7. Social Narratives and Social Skills</li> <li>8. Structured Work Systems</li> <li>9. Quality Individualized Education Program (IEP)</li> </ol>	<ol style="list-style-type: none"> <li>1. Challenging Behavior in Autism</li> <li>2. Applied Behavioral Analysis (ABA)</li> <li>3. Decreasing Challenging Behavior</li> <li>4. The Power of Reinforcement</li> <li>5. Social Skills</li> <li>6. Beginning the Functional Behavioral Assessment (FBA)</li> <li>7. Self-Monitoring</li> <li>8. Data Collection</li> <li>9. Completing the Functional Behavioral Assessment (FBA) and Positive Behavior Intervention Plan (PBIP)</li> </ol>	<ol style="list-style-type: none"> <li>1. The Basics-Communication in Autism Spectrum Disorders</li> <li>2. Augmentative/Alternative Communication Systems (AAC)</li> <li>3. AAC in the School Setting</li> <li>4. Functional Communication Training</li> <li>5. Assistive Technology</li> <li>6. Technology Aided Instruction and Intervention (TAII)</li> <li>7. Communication and Collaboration in the School</li> <li>8. Transition and Community Based Instruction</li> <li>9. Transition</li> </ol>

## B. INSERVICE CODES

PRIMARY PURPOSE	IMPLEMENTATION METHODS
A. Add-on Endorsement B. Alternative Certification C. Florida Educators Certificate Renewal D. Other Professional Certificate/License Renewal E. Professional Skills Building – Non-Instructional F. W. Cecil Golden Professional Development Program for School Leaders G. Approved District Leadership Development Program H. No Certification, Job Acquisition, or Retention Purposes	M. Structured Coaching/Mentoring N. Independent Learning/Action Research O. Collaborative Planning P. Participant Product Q. Lesson Study R. Electronic, Interactive S. Electronic, Non-Interactive T. Evaluation of Practice
LEARNING (DELIVERY) METHODS	EVALUATION (STAFF/PARTICIPANT)
A. Knowledge Acquisition B. Electronic, Interactive C. Electronic, Non-Interactive D. Learning Community/Lesson Study Group F. Independent Inquiry G. Structured Coaching/Mentoring H. Implementation of “High Effect” Practice(s) I. Job Embedded J. Deliberate Practice K. Problem Solving Process	A. Changes in Instructional or Learning Environment Practices B. Changes in Instructional Leadership or Faculty Development Practices C. Changes in Student Services/Support Practices D. Other Changes in Practices E. Fidelity of Implementation of the Professional Learning Process F. Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives G. Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present
FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (FEAP)	EVALUATION (STUDENTS)
A. Quality of Instruction A1. Instructional Design and Lesson Planning A2. The Learning Environment A3. Instructional Delivery and Facilitation A4. Assessment B. Continuous Improvement, Responsibility and Ethics B1. Continuous Professional Improvement B2. Professional Responsibility and Ethical Conduct	A. Results of State or District-Developed/Standardized Student Growth Measure(s) B. Results of School/Teacher-Constructed Student Growth Measure(s) That Track Student Progress C. Portfolios of Student Work D. Observation of Student Performance F. Other Performance Assessment(s) G. Did Not Evaluate Student Outcomes (evaluated with staff evaluation) Z. Did Not Evaluate Student Outcomes

## C. TRAINING COMPONENTS

## Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience

### COMPONENT NUMBER: 1-100-~~004~~ 006

Function: 1 – Subject Content/Academic Standards

Focus Area: 100 – Instructional Strategies

Local Sequence Number: 0046

**POINTS TO BE EARNED: MINIMUM 80 / MAXIMUM 80**

#### DESCRIPTION:

Participants will be able to identify characteristics associated with Autism Spectrum Disorders(ASD), demonstrate an understanding of current trends and research-based methodologies used to create appropriate instructional programs for these students, and become familiar with formal and informal assessments used for diagnosis and instructional planning.

#### LINKS TO PRIORITY INITIATIVES

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous Improvement practices
- ☒ Digital Learning/Technology Infusion
- ☒ Instructional design and lesson planning
- ☒ Learning environment (as per FEAPS standards)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements

#### FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.3, 3.1.4, 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.3, 1.2.4, 1.2.5	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.4.3, 3.4.7

#### IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted  
Repetitive practice leading to changes in proficiency of educator or leader on the job  
Tracking improvements in student learning growth supported by the professional learning

## **SPECIFIC LEARNER OUTCOMES:**

### **Educators will:**

1. Demonstrate knowledge of the major characteristics of autism and the range of functioning level across all domains including communication, sensory responses and needs, stereotypical behaviors, socialization and social skill development.
2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with autism.
3. Demonstrate knowledge of current research trends, medical and educational issues, comorbidity and programs in the field of autism.
4. Understand the effects of neurological differences and its impact on learning and behavior.
5. Identify eligibility criteria for ASD as defined by the most recent version of the Diagnostic and Statistical Manual, and the definition/description used by The Florida Department of Education.
6. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation, including:
  - a. criteria for determining eligibility (medical and educational)
  - b. autism-specific instruments
  - c. instruments used to determine IQ
7. Describe the impact of autism on the family.
8. Demonstrate the ability to work effectively with parents.
9. Understand factors considered when determining placement and services for students with ASD.
10. Match levels of support to the changing needs of a student with ASD.
11. Reflect knowledge of growth and development in curricular planning and expectations.
12. Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services).
13. Demonstrate the ability to write appropriate educational and behavioral goals and objectives.
14. Demonstrate an understanding of strategies for structuring the environment to promote:
  - a. opportunities to enhance communicative initiations and interactions;
  - b. opportunities for appropriate play and leisure activities;
  - c. self-regulation and self-control;
  - d. sensory-motor concerns; and
  - e. direct instruction.
15. Describe the importance that sensory issues play in maladaptive behaviors exhibited by many students with ASD and how to accommodate for sensory issues in the school environment.
16. Describe strategies to promote social interactions and learning in more inclusive environments, including general education and community.
17. Describe various physical and visual strategies that can be used to accommodate a student with ASD in both a self-contained and a general education classroom, (i.e., environmental structuring, schedules, social situation stories and scripts), in order to communicate social information and expectations.

18. Plan and implement activities for independent functional life skills for a student with autism.
19. Categorize the different types of visual schedules used to promote independence based on a student's educational and cognitive abilities.
20. Implement evidence-based and promising practices strategies, such as incidental teaching, discrete trial, group instruction, task analysis, use of prompts and prompt fading, shaping, effective use of reinforcement in teaching skills, shadowing, modeling and scaffolding.
21. Describe strategies for conducting ongoing classroom-based assessments and databased decision making for program development.
22. Demonstrate transfer, lifting and positioning techniques.

### **LEARNING PROCEDURES (METHODS):**

Participants will be engaged in one or more of the following types of professional learning activities.

**Learning Methods Code:** B-Electronic Interactive

### **WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?**

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practices of Strategies
- Cycles of Feedback
- Data Analysis
- Lesson Planning
- Facilitated Group Discussions
- Case Studies
- Reading Professional Texts
- Action Planning
- Presentations
- Action Research

### **HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?**

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

### **KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:**

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

## **IMPLEMENTATION/MONITORING PROCEDURES:**

**Implementation/Monitoring Code:** R-Electronic (interactive)

**Implementation Support and Monitoring Procedures:** The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants successful completion of 100% of the course objectives.

## **IMPACT EVALUATION PROCEDURES:**

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will use the evaluation impact data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

## **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

What other forms of evaluation data will be gathered?

- a. What evaluation data addresses value of the PD design?

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

- b. What evaluation data addresses quality of implementation of the PD?

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

- c. Who will use these aspects of PD evaluation data?

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and plan future sessions.



## Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience

**COMPONENT NUMBER: 1-101-~~001~~ 002**

Function: 1 – Subject Content/Academic Standards

Focus Area: 101 – Classroom Management

Local Sequence Number: 001~~2~~

**POINTS TO BE EARNED: MINIMUM 80 / MAXIMUM 80**

### DESCRIPTION:

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

### LINKS TO PRIORITY INITIATIVES

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous Improvement practices
- ☒ Digital Learning/Technology Infusion
- ☒ Instructional design and lesson planning
- ☒ Learning environment (as per FEAPS standards)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements

### FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.3, 3.1.4, 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.3, 1.2.4, 1.2.5	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.4.3, 3.4.7

### IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

Repetitive practice leading to changes in proficiency of educator or leader on the job

Tracking improvements in student learning growth supported by the professional learning

## **SPECIFIC LEARNER OUTCOMES:**

Educators will:

1. Identify social and behavioral issues associated with ASD and how those behaviors impact the functioning and quality of life of these individuals.
2. Demonstrate an understanding of the effect of theory of mind and executive functioning on learning and behavior.
3. Define applied behavioral analysis.
4. Describe possible reasons for self-stimulatory, repetitive behaviors.
5. Understand basic behavioral principles, including basic operant reinforcement, differential reinforcement, extinction, punishment, discrimination training, generalization, etc.
6. Understand and use reinforcement, shaping, behavioral momentum, chaining, modeling, prompting, fading, imitation, discrimination training, and presentation/instructions to promote adaptive behaviors and skills.
7. Describe methods for identifying reinforcers including parent input.
8. Develop a classroom token economy system that incorporates different schedules of reinforcement.
9. Plan instruction for social skills.
10. Identify evidence-based strategies to increase self-awareness and the ability to self-regulate including self-monitoring systems.
11. Describe methods used to decrease behaviors: overcorrection, time out, response cost and extinction.
12. Explain the importance of choosing ethical interventions (e.g., least restrictive and non-aversive interventions).
13. Identify proactive and preventative methods for addressing problem behaviors.
14. Describe visual strategies that may prevent inappropriate behavior.
15. Identify, define, and prioritize target behaviors.
16. Demonstrate the ability to use and collect data using a variety of assessment tools including the antecedent-behavior-consequence (ABC) model.
17. Develop a hypothesis of the function of behavior, considering setting events, antecedents/triggers, and consequence events.
18. Demonstrate the ability to design intervention strategies that match the function of a competing behavior (functional equivalency)
19. Understand the importance of data collection throughout all phases of intervention (e.g., baseline, treatment, generalization, maintenance).
20. Develop a Functional Behavioral Assessment and Positive Behavior Intervention Plan (PBIP) that takes into consideration function and the context of the problem behavior.

## **LEARNING PROCEDURES (METHODS):**

Participants will be engaged in one or more of the following types of professional learning activities.

**Learning Methods Code:** B-Electronic Interactive

## **WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?**

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practices of Strategies
- Cycles of Feedback
- Data Analysis
- Lesson Planning
- Facilitated Group Discussions
- Case Studies
- Reading Professional Texts
- Action Planning
- Presentations
- Action Research

## **HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?**

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

### **KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:**

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

### **IMPLEMENTATION/MONITORING PROCEDURES:**

**Implementation/Monitoring Code:** R-Electronic (interactive)

**Implementation Support and Monitoring Procedures:** The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants successful completion of 100% of the course objectives.

### **IMPACT EVALUATION PROCEDURES:**

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of

implementation and participants work products throughout the course.

3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will use the evaluation impact data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

#### **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

What other forms of evaluation data will be gathered?

- a. What evaluation data addresses value of the PD design?

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

- b. What evaluation data addresses quality of implementation of the PD?

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

- c. Who will use these aspects of PD evaluation data?

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and plan future sessions.

Developed by FDLRS Administration Project

Date 2019-2020

## **Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience**

**COMPONENT NUMBER: 3-100-~~006~~ 007**

Function: 3 – Computer Science / Technology Education

Focus Area: 100 – Instructional Strategies

Local Sequence Number: 0067

**POINTS TO BE EARNED: MINIMUM 80 / MAXIMUM 80**

### **DESCRIPTION:**

Participants will be able to describe and analyze communication needs, design strategies to facilitate intervention, and demonstrate an understanding of various communication interventions for students with Autism Spectrum Disorders; including AAC/AT. Participants will understand the importance of transition planning for students with ASD.

### **LINKS TO PRIORITY INITIATIVES**

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous Improvement practices
- ☒ Digital Learning/Technology Infusion
- ☒ Instructional design and lesson planning
- ☒ Learning environment (as per FEAPS standards)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements

### **FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT**

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.3, 3.1.4, 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.3, 1.2.4, 1.2.5	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.4.3, 3.4.7

### **IMPACT AREA(S):**

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

Repetitive practice leading to changes in proficiency of educator or leader on the job

Tracking improvements in student learning growth supported by the professional learning

## **SPECIFIC LEARNER OUTCOMES:**

Educators will:

1. Identify and describe communication characteristics of students with ASD including: limited communication, limited joint attention, and unconventional forms of communication.
2. Examine different alternative/augmentative communication (AAC) systems used with students with Autism Spectrum Disorders:
  - a. Single message
  - b. Picture communication systems
  - c. Manual communication boards
  - d. Voice output communication devices
  - e. Dynamic display devices
3. Consider different options for symbols as communication tools: objects, photos, symbols, etc.
4. Identify the differences between communication systems and choice systems.
5. Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology(ies) into the curriculum, for example: environmental structure, picture symbols, visual schedules, electronic devices.
6. Describe how to individualize a communication system for an individual student.
  - a. Identify vocabulary the student would need in specific environments.
  - b. Identify opportunities where the student would need to communicate.
7. Describe how to manipulate the classroom/school environment to promote communication, including the use of “sabotage”.
8. Examine why student behavior improved across settings and with a variety of people when the communication tools provide consistency.
9. Demonstrate the ability to work effectively with paraprofessionals, service providers, general education teachers.
10. Describe the process of obtaining an assistive technology evaluation in your district.
11. Identify appropriate assistive/instructional technology(ies) that can be used to assist students with ASD of differing abilities.
12. Describe an example of low, mid and high-tech technology supports across all areas of development, including:
  - a. communication
  - b. social interactions
  - c. academics
  - d. daily living
  - e. executive functioning
13. Describe the benefits of community-based instruction.
14. Describe services that support transition, career and vocational development, community participation, and independent living in your community.
15. Identify transition assessments and how the information gained is used to develop transition IEP goals, including goals for self-determination and self-advocacy.

16. Describe how individuals with autism are included in transition planning in your district.

**LEARNING PROCEDURES (METHODS):**

Participants will be engaged in one or more of the following types of professional learning activities.

**Learning Methods Code:** B-Electronic Interactive

**WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?**

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practices of Strategies
- Cycles of Feedback
- Data Analysis
- Lesson Planning
- Facilitated Group Discussions
- Case Studies
- Reading Professional Texts
- Action Planning
- Presentations
- Action Research

**HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?**

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

**KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:**

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

**IMPLEMENTATION/MONITORING PROCEDURES:**

**Implementation/Monitoring Code:** R-Electronic (interactive)

**Implementation Support and Monitoring Procedures:** The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants successful completion of 100% of the course objectives.

**IMPACT EVALUATION PROCEDURES:**

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will use the evaluation impact data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

#### **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

What other forms of evaluation data will be gathered?

- a. What evaluation data addresses value of the PD design?

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

- b. What evaluation data addresses quality of implementation of the PD?

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

- c. Who will use these aspects of PD evaluation data?

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## D. AUTISM SPECTRUM DISABILITY ALIGNMENT MATRIX

Competency Number*	Specific Component Objective Number(s)	CEC Initial and Advanced Specialty Standards*	Method of Competency Demonstration
<b>Module 1: Nature and Needs, Assessment, and Diagnosis of Students with ASD with Field Experience</b>			
<b>Component Number: 1-100-006</b>			
2a	1. Demonstrate knowledge of the major characteristics of autism and the range of functioning level across all domains including communication, sensory responses and needs, stereotypical behaviors, socialization, and social skill development. 3. Demonstrate knowledge of current research trends, medical and educational issues, comorbidity, and programs in the field of autism.	DDA.1.K1, DDA.1.K2, DDA.1.K3, DDA.6.K4 <i>SEDAS.1.K5, SEDAS.5.K1</i> <i>SEDAS.1.S1, SEDAS.1.S2, SEDAS.1.S3, SEDAS.4.S1, SEDAS.4.S2,</i>	1. Research major characteristics of ASD 2. Describe autism and comorbid conditions 3. Application exercise that include a dialogue between facilitator and educators 4. Self-reflection 5. Quiz
2a, 2d, 2e	2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with autism. 4. Understand the effects of neurological differences and its impact on learning and behavior. 5. Identify eligibility criteria for ASD as defined by the most recent version of the Diagnostic and Statistical Manual, and the definition/description used by The Florida Department of Education. 6. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation, including: <ol style="list-style-type: none"> <li>criteria for determining eligibility (medical and educational)</li> <li>autism-specific instruments</li> <li>instruments used to determine IQ</li> </ol>	DDA.1.K1, DDA.1.K8, DDA.4.K1, DDA.4.K3, DDA.6.K1, DDA.6.K3, DDA.6.K5, <i>SEDAS.1.K1, SEDAS.1.K2, SEDAS.1.K3, SEDAS.4.K1, SEDAS.5.K1</i> <i>SEDAS.4.S2,</i>	1. Research project that addresses history as well as medical diagnosis and educational eligibility 2. Describe autism specific instruments and process used for comprehensive evaluation 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a	7. Describe the impact of autism on the family. 8. Demonstrate the ability to work effectively with parents.	DDA.6.K7, DDA.7.K1 <i>SEDAS.5.K1, SEDAS.6.K1, SEDAS.6.K2</i> <i>SEDAS.1.S10, SEDAS.4.S2, SEDAS.7.S4</i>	1. Research data regarding parental involvement in schools and how this can be improved in their own school 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Quiz
2a, 2d, 2e	9. Understand factors considered when determining placement and services for students with ASD. 10. Match levels of support to the changing needs of a	DDA.6.K2, DDA.4.K4, DDA.2.S4, DDA.3.S6, DDA.4.S1, DDA.5.S1, DDA.5.S3, DDA.5.S4,	1. Analysis of assessment results 2. Development of IEP SMART goals

	<p>student with ASD.</p> <p>11. Reflect knowledge of growth and development in curricular planning and expectations.</p> <p>12. Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services).</p> <p>13. Demonstrate the ability to write appropriate educational and behavioral goals and objectives.</p> <p>21. Describe strategies for conducting ongoing classroom-based assessments and databased decision making for program development.</p>	<p>DDA.5.S14, DDA.5.S16  <i>SEDAS.1.K4, SEDAS.2.K2</i>  <i>SEDAS.1.S4, SEDAS.1.S5, SEDAS.1.S6,</i>  <i>SEDAS.3.S1, SEDAS.3.S12, SEDAS.3.S14</i></p>	<p>3. Make decisions regarding accommodations and instructional strategies</p> <p>4. Field experience application of course concepts</p> <p>5. Quiz</p>
2a, 2e	<p>14. Demonstrate an understanding of strategies for structuring the environment to promote:</p> <ul style="list-style-type: none"> <li>a. opportunities to enhance communicative initiations and interactions;</li> <li>b. opportunities for appropriate play and leisure activities;</li> <li>c. self-regulation and self-control;</li> <li>d. sensory-motor concerns; and</li> <li>e. direct instruction.</li> </ul> <p>20. Implement evidence-based and promising practices strategies, such as incidental teaching, discrete trial, group instruction, task analysis, use of prompts and prompt fading, shaping, effective use of reinforcement in teaching skills, shadowing, modeling and scaffolding.</p> <p>22. Demonstrate transfer, lifting and positioning techniques.</p>	<p>DDA.1.K4, DDA.4.K2, DDA.5.K1  DDA.2.S6, DDA.5.S5, DDA.5.S9,  DDA.5.S11,  <i>SEDAS.5.K1</i>  <i>SEDAS.1.S3, SEDAS.3.S5, SEDAS.3.S8,</i>  <i>SEDAS.3.S11, SEDAS.3.S14, SEDAS.4.S2</i></p>	<p>1. Research Evidence-based Practices (EBP)</p> <p>2. Application exercise that include a dialogue between facilitator and educators</p> <p>3. Self-reflection</p> <p>4. Field experience application of course concepts</p> <p>5. Quiz</p>
2a	<p>15. Describe the importance that sensory issues play in maladaptive behaviors exhibited by many students with ASD and how to accommodate for sensory issues in the school environment.</p>	<p>DDA.1.K4</p>	<p>1. Sensory graphic organizer</p> <p>2. Application exercise that include a dialogue between facilitator and educators</p> <p>3. Self-reflection</p> <p>4. Quiz</p>
2a, 2c, 2e	<p>16. Describe strategies to promote social interactions and learning in more inclusive environments, including general education and community.</p> <p>17. Describe various physical and visual strategies that can be used to accommodate a student with ASD in both a self-contained and a general education classroom, (i.e., environmental structuring, schedules, social situation</p>	<p>DDA.4.K2  DDA.2.S2, DDA.2.S3, DDA.3.S5,  DDA.5.S10, DDA.5.S12, DDA.5.S15,  DDA.5.S16,  <i>SEDAS.3.K1, SEDAS.3.K2</i></p>	<p>1. Development and implementation of a social narrative</p> <p>2. Application exercise that include a dialogue between facilitator and educators</p> <p>3. Self-reflection</p> <p>4. Field experience application of course concepts</p> <p>5. Quiz</p>

	stories and scripts), in order to communicate social information and expectations.		
2a,2e	<p>17. Describe various physical and visual strategies that can be used to accommodate a student with ASD in both a self-contained and a general education classroom, (i.e., environmental structuring, schedules, social situation stories and scripts), in order to communicate social information and expectations.</p> <p>18. Plan and implement activities for independent functional life skills for a student with autism.</p>	<p>DDA.4.K2 DDA.2.S1, DDA.2.S3, DDA3.S3, DDA.5.S10, DDA.5.S13, DDA.5.S15, DDA.5.S16, <i>SEDAS.3.K2, SEDAS.3.K4</i></p>	<p>1. Development and implementation of structured work system; including progress monitoring tool</p> <p>2. Develop and implement a visual to support the use of the structured work system</p> <p>3. Application exercise that include a dialogue between facilitator and educators</p> <p>4. Self-reflection</p> <p>5. Field experience application of course concepts</p> <p>6. Quiz</p>
2a, 2e	19. Categorize the different types of visual schedules used to promote independence based on a student's educational and cognitive abilities.	<p>DDA.3.S4 <i>SEDAS.3.S9</i></p>	<p>1. Development and implementation of visual schedules</p> <p>2. Application exercise that include a dialogue between facilitator and educators</p> <p>3. Self-reflection</p> <p>4. Field experience application of course concepts</p> <p>5. Quiz</p>
<b>Module 2: Applied Behavior Analysis and Positive Behavior Supports for Students with ASD with Field Experience</b> <b>Component Number: 1-101-002</b>			
2a, 2c, 2e	<p>1. Identify social and behavioral issues associated with ASD and how those behaviors impact the functioning and quality of life of these individuals.</p> <p>2. Demonstrate an understanding of the effect of theory of mind and executive functioning on learning and behavior.</p> <p>4. Describe possible reasons for self-stimulatory, repetitive behaviors.</p>	<p>DDA.1.K1, DDA.1.K4, DDA.1.K6, DDA.1.K7, DDA.1.K8, DDA.1.K9, <i>SEDAS.1.K1, SEDAS.3.K2, SEDAS.5.K1</i> <i>SEDAS.1.S1, SEDAS.1.S2, SEDAS.4.S2</i></p>	<p>1. Research project</p> <p>2. Development of IEP SMART goals for social/emotional/behavior</p> <p>3. Field experience application of course concepts</p> <p>4. Quiz</p>
2c, 2e	<p>3. Define applied behavioral analysis.</p> <p>5. Understand basic behavioral principles, including basic operant reinforcement, differential reinforcement, extinction, punishment, discrimination training, generalization, etc.</p> <p>6. Understand and use reinforcement, shaping, behavioral momentum, chaining, modeling, prompting, fading, imitation, discrimination training, and presentation/instructions to promote adaptive behaviors and skills.</p>	<p>DDA.1.K4, DDA.1.K6, DDA.1.K9, DA.6.K4 DDA.3.S1, DDA.3.S5, DDA.4.S2, DDA.5.S11, DDA.5.S12, DDA.5.S5, <i>SEDAS.3.K2, SEDAS.4.K1, SEDAS.5.K1,</i> <i>SEDAS.6.K2</i> <i>SEDAS.3.S10, SEDAS.3.S11,</i> <i>SEDAS.3.S12, SEDAS.3.S5, SEDAS.3.S7,</i> <i>SEDAS.4.S2, SEDAS.6.S2, SEDAS.6.S4</i></p>	<p>1. Research basic principles of ABA</p> <p>2. Choose an Evidenced Based Practice in the area of behavior to research</p> <p>3. Application exercise that include a dialogue between facilitator and educators</p> <p>4. Self-reflection</p> <p>5. Field experience application of course concepts</p> <p>6. Quiz</p>

2a, 2c, 2e	<p>7. Describe methods for identifying reinforcers including parent input.</p> <p>8. Develop a classroom token economy system that incorporates different schedules of reinforcement.</p> <p>13. Identify proactive and preventative methods for addressing problem behaviors.</p> <p>14. Describe visual strategies that may prevent inappropriate behavior.</p> <p>15. Identify, define, and prioritize target behaviors.</p>	<p>DDA.4.K2, DDA.6.K4, DDA.6.K7, DDA.2.S1, DDA.3.S3, DDA.3.S5, DDA.3.S6, DDA.4.S2, DDA.4.S3, DDA.5.S5, DDA.5.S10, DDA.5.S11, DDA.5.S12, DDA.5.S13, SEDAS.3.K1, SEDAS.3.K2, SEDAS.4.K1, SEDAS.1.S4, SEDAS.1.S5, SEDAS.1.S6, SEDAS.1.S8, SEDAS.3.S1, SEDAS.3.S5, SEDAS.3.S7, SEDAS.3.S10, SEDAS.3.S11, SEDAS.3.S12, SEDAS.3.S14</p>	<p>1. Develop token economy system</p> <p>2. Identify target/replacement behavior</p> <p>3. Analyze reinforcer assessment</p> <p>4. Application exercise that include a dialogue between facilitator and educators</p> <p>5. Self-reflection</p> <p>6. Field experience application of course concepts</p> <p>7. Quiz</p>
2c, 2d, 2e	<p>9. Plan instruction for social skills.</p>	<p>DDA.1.K9, DDA.2.S1, DDA.2.S3, DDA.3.S1, DDA.3.S5, DDA.5.S5, DDA.5.S11, DDA.5.S12, DDA.5.S15, SEDAS.3.S5, SEDAS.3.S7, SEDAS.3.S14, SEDAS.6.S2, SEDAS.6.S4</p>	<p>1. Administer Functional Social Skills Assessment (FSSA)</p> <p>2. Complete the Visual Social Skills Profile based on results of FSSA</p> <p>3. Create and implement a social skills lesson that addresses the deficits from the above</p> <p>4. Application exercise that include a dialogue between facilitator and educators</p> <p>5. Self-reflection</p> <p>6. Field experience application of course concepts</p> <p>7. Quiz</p>
2c	<p>10. Identify evidence-based strategies to increase self-awareness and the ability to self-regulate including self-monitoring systems.</p>	<p>DDA.1.K9, DDA.3.S5, DDA.5.S11, DDA.6.K4 SEDAS.3.S11, SEDAS.3.S12</p>	<p>1. Develop and implement a self-monitoring system</p> <p>2. Application exercise that include a dialogue between facilitator and educators</p> <p>3. Self-reflection</p> <p>4. Quiz</p>
2c, 2e	<p>11. Describe methods used to decrease behaviors: overcorrection, time out, response cost and extinction.</p> <p>12. Explain the importance of choosing ethical interventions (e.g., least restrictive and non-aversive interventions).</p> <p>16. Demonstrate the ability to use and collect data using a variety of assessment tools including the antecedent-behavior-consequence (ABC) model.</p>	<p>DDA.4.S2, DDA.4.S3, SEDAS.1.K2, SEDAS.4.K1, SEDAS.6.K2, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8 SEDAS.3.S11</p>	<p>1. Collect behavioral data (ABC)</p> <p>2. Application exercise that include a dialogue between facilitator and educators</p> <p>3. Self-reflection</p> <p>4. Field experience application of course concepts</p> <p>5. Quiz</p>
2c, 2d, 2e	<p>17. Develop a hypothesis of the function of behavior, considering setting events, antecedents/triggers, and consequence events.</p> <p>18. Demonstrate the ability to design intervention strategies that match the function of a competing behavior (functional equivalency)</p>	<p>DDA.4.S2, DDA.4.S3, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8</p>	<p>1. Use ABC data to develop a hypothesis for the function of behavior</p> <p>2. Research and design an intervention strategy that matches the function of the competing behavior</p> <p>3. Implement intervention and collect data</p>

			4. Application exercise that include a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz
2c, 2e	19. Understand the importance of data collection throughout all phases of intervention (e.g., baseline, treatment, generalization, maintenance).	DDA.4.S2, DDA.4.S3 <i>SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8</i>	1. Develop a graph that shows baseline and intervention data 2. Make instructional decisions based on data results 3. Application exercise that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2c, 2e	20. Develop a Functional Behavioral Assessment and Positive Behavior Intervention Plan (PBIP) that takes into consideration function and the context of the problem behavior.	DDA.4.S2, DDA.4.S3, DDA.5.S5 <i>SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8</i>	1. Develop an FBA and PBIP based on data results 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz
<b>Module 3: Assistive/ Instructional Technology and Natural/ Augmentative Communication Systems for Students with ASD with Field Experience</b> <b>Component Number: 3-100-007</b>			
2a	1. Identify and describe communication characteristics of students with ASD including: limited communication, limited joint attention, and unconventional forms of communication.	DDA.1.K2, DDA.1.K5 <i>SEDAS.1.K1, SEDAS.5.K1</i> <i>SEDAS.1.S1, SEDAS.1.S2, SEDAS.4.S2</i>	1. Research project 2. Application exercised that include a dialogue between facilitator and educators 3. Self-reflection 4. Quiz
2b, 2e	2. Examine different alternative/augmentative communication (AAC) systems used with students with Autism Spectrum Disorders: a. Single message b. Picture communication systems c. Manual communication boards d. Voice output communication devices e. Dynamic display devices 3. Consider different options for symbols as communication tools: objects, photos, symbols, etc. 4. Identify the differences between communication	DDA.1.K5, DDA.4.K2, DDA.4.K4, DDA.2.S2, DDA.2.S3, DDA.3.S1, DDA.3.S2, DDA.3.S4, DDA.3.S5, DDA.5.S2, DDA.5.S4, DDA.5.S13, DDA.5.S15, <i>SEDAS.2.K1, SEDAS.3.K3, SEDAS.5.K1</i> <i>SEDAS.1.S5, SEDAS.1.S6, SEDAS.3.S6,</i> <i>SEDAS.3.S7, SEDAS.4.S2, SEDAS.6.S3</i>	1. Research AAC devices; including PECS 2. Individualize AAC for a student 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz

	<p>systems and choice systems.</p> <p>6. Describe how to individualize a communication system for an individual student.</p> <ol style="list-style-type: none"> <li>Identify vocabulary the student would need in specific environments.</li> <li>Identify opportunities where the student would need to communicate.</li> </ol>		
2a, 2b	<p>5. Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology(ies) into the curriculum, for example: environmental structure, picture symbols, visual schedules, electronic devices.</p> <p>7. Describe how to manipulate the classroom/school environment to promote communication, including the use of “sabotage”.</p>	<p>DDA.1.K5, DDA.5.K1  DDA.2.S2, DDA.3.S1, DDA.3.S3,  DDA.3.S5, DDA.3.S6, DDA.4.S1,  DDA.4.S2, DDA.5.S2, DDA.5.S3,  DDA.5.S10, DDA.5.S14, DDA.5.S15,  <i>SEDAS.2.K1, SEDAS.3.K1, SEDAS.3.K3,</i>  <i>SEDAS.3.S5, SEDAS.3.S7, SEDAS.3.S10,</i>  <i>SEDAS.4.S2, SEDAS.6.S3</i></p>	<ol style="list-style-type: none"> <li>Research AAC devices</li> <li>Integration of AAC into classroom environment/curriculum</li> <li>Application exercised that include a dialogue between facilitator and educators</li> <li>Self-reflection</li> <li>Quiz</li> </ol>
2a, 2b, 2c, 2e	<p>8. Examine why student behavior improved across settings and with a variety of people when the communication tools provide consistency.</p>	<p>DDA.6.K5, DDA.4.S2, DDA.5.S2,  DDA.5.S5, DDA.5.S13, DDA.5.S15,  <i>SEDAS.3.K2, SEDAS.3.K3, SEDAS.3.S5</i></p>	<ol style="list-style-type: none"> <li>Identify interfering behavior</li> <li>Implement the Functional Communication Training (FTC) strategy</li> <li>Application exercised that include a dialogue between facilitator and educators</li> <li>Self-reflection</li> <li>Field experience application of course concepts</li> <li>Quiz</li> </ol>
2a	<p>9. Demonstrate the ability to work effectively with paraprofessionals, service providers, general education teachers.</p>	<p>DDA.2.S2, DDA.5.K1, DDA.6.K6,  DDA.7.K1, DDA.5.S14  <i>SEDAS.3.K1, SEDAS.5.K1</i>  <i>SEDAS.1.S6, SEDAS.1.S7, SEDAS.3.S1,</i>  <i>SEDAS.3.S14, SEDAS.5.S1, SEDAS.5.S2,</i>  <i>SEDAS.5.S3, SEDAS.5.S4, SEDAS.5.S5,</i>  <i>SEDAS.6.S1, SEDAS.6.S2, SEDAS.6.S4,</i>  <i>SEDAS.7.S3, SEDAS.7.S4</i></p>	<ol style="list-style-type: none"> <li>Describe collaboration and communication with stakeholders; including paras and service providers</li> <li>Describe collaboration and communication among and between special education and general education teachers</li> <li>Application exercised that include a dialogue between facilitator and educators</li> <li>Self-reflection</li> <li>Quiz</li> </ol>
2a, 2b	<p>10. Describe the process of obtaining an assistive technology evaluation in your district.</p> <p>11. Identify appropriate assistive/instructional technology(ies) that can be used to assist students with ASD of differing abilities.</p> <p>12. Describe an example of low, mid and high-tech technology supports across all areas of development,</p>	<p>DDA.1.K5, DDA.1.K7, DDA.1.K8,  DDA.4.K2, DDA.4.K4, DDA.7.K1,  DDA.2.S1, DDA.2.S2, DDA.2.S3,  DDA.2.S4, DDA.3.S2, DDA.3.S3,  DDA.3.S4, DDA.3.S5, DDA.3.S6,  DDA.4.S1, DDA.5.S1, DDA.5.S2,  DDA.5.S3, DDA.5.S4, DDA.5.S12,</p>	<ol style="list-style-type: none"> <li>Research technology supports</li> <li>Provide examples of low, mid, and high tech supports</li> <li>Review district AT evaluation process</li> <li>Application exercised that include a dialogue between facilitator and educators</li> <li>Self-reflection</li> </ol>

	including: a. communication b. social interactions c. academics d. daily living e. executive functioning	DDA.5.S13, DDA.5.S15 <i>SEDAS.2.K1, SEDAS.3.K1, SEDAS.3.K2, SEDAS.3.K3, SEDAS.3.K4, , SEDAS.5.K1, SEDAS.1.S5, SEDAS.1.S7, SEDAS.3.S1, SEDAS.3.S5, SEDAS.3.S6, SEDAS.3.S7, SEDAS.3.S9, SEDAS.3.S14, SEDAS.4.S2, SEDAS.6.S3</i>	6. Quiz
2b, 2e	11. Identify appropriate assistive/instructional technology(ies) that can be used to assist students with ASD of differing abilities. 12. Describe an example of low, mid and high-tech technology supports across all areas of development, including: a. communication b. social interactions c. academics d. daily living e. executive functioning	DDA.1.K5, DDA.1.K7, DDA.1.K8, DDA.4.K4, DDA.2.S1, DDA.2.S2, DDA.2.S3, DDA.2.S4, DDA.3.S2, DDA.3.S3, DDA.3.S4, DDA.3.S5, DDA.3.S6, DDA.4.S1, DDA.5.S1, DDA.5.S2, DDA.5.S3, DDA.5.S4, DDA.5.S12, DDA.5.S13, DDA.5.S15 <i>SEDAS.2.K1, SEDAS.3.K1, SEDAS.3.K2, SEDAS.3.K3, SEDAS.3.K4, SEDAS.5.K1 SEDAS.3.S1, SEDAS.3.S5, SEDAS.3.S6, SEDAS.3.S7, SEDAS.3.S9, SEDAS.3.S14, SEDAS.4.S2, SEDAS.6.S3</i>	1. Research Technology Aided Instruction and Intervention (TAII) resources 2. Describe the use of resources in the areas of communication, social interactions, academics, daily living, and executive functioning 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a	13. Describe the benefits of community-based instruction. 14. Describe services that support transition, career and vocational development, community participation, and independent living in your community.	DDA.3.K1, DDA.5.K2, DDA.6.K2, DDA.6.K6, DDA.7.K1, DDA.2.S1, DDA.5.S6, DDA.5.S7, DDA.5.S8, DDA.7.S1 <i>SEDAS.1.K6, SEDAS.3.K4, SEDAS.5.K1, SEDAS.1.S9, SEDAS.3.S3, SEDAS.3.S4, SEDAS.3.S8, SEDAS.3.S12, SEDAS.3.S13, SEDAS.4.S2, SEDAS.5.S1, SEDAS.6.S1, SEDAS.7.S1, SEDAS.7.S3, SEDAS.7.S4, SEDAS.7.S5</i>	1. Research transition services statewide and in their community/district 2. Describe the benefits of community-based instruction 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Quiz
2a, 2b, 2d, 2e	15. Identify transition assessments and how the information gained is used to develop transition IEP goals, including goals for self-determination and self-advocacy. 16. Describe how individuals with autism are included in transition planning in your district.	DDA.3.K1, DDA.4.K2, DDA.4.K3, DDA.4.K4, DDA.5.K2, DDA.6.K2, DDA.6.K6, DDA.7.K1 DDA.4.S1, DDA.5.S6, DDA.5.S7, DDA.5.S14, DDA.5.S16, DDA.7.S1 <i>SEDAS.1.K6 SEDAS.1.S9, SEDAS.3.S2, SEDAS.3.S3, SEDAS.3.S4, SEDAS.3.S5, SEDAS.3.S12, SEDAS.3.S13, SEDAS.3.S14, SEDAS.4.S2, SEDAS.7.S1, SEDAS.7.S3, SEDAS.7.S5</i>	1. Research transition assessments 2. Use assessment data to develop post-secondary transition IEP goals 3. Identify challenges facing families of transition aged students and how high-quality transition planning alleviates these challenges 4. Application exercised that include a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz

**\* Competency Number based upon Rule 6A-4.01796**

- (a) Nature of autism spectrum disorders (to include student characteristics, appropriate learning goals, teaching approaches, environmental arrangements, etc.);
- (b) Use of assistive and instructional technology and natural, alternative and augmentative communication systems for students with autism spectrum disorders;
- (c) Behavior management and positive behavior supports for students with autism spectrum disorders;
- (d) Assessment and diagnosis of autism spectrum disorders; and,
- (e) Field-based experience with students with autism spectrum disorders.

**\* CEC Initial and Advanced Specialty Standards (see Appendix A)**

**Initial Specialty Set:** Developmental Disabilities and Autism Spectrum Disorder

**Advanced Specialty Set:** Special Education Developmental Disabilities and Autism Spectrum Disorder Specialist

**Initial Preparation / DDA**

- Standard 1: Learner Development and Individual Learning Differences
- Standard 2: Learning Environments
- Standard 3: Curricular Content Knowledge
- Standard 4: Assessment
- Standard 5: Instructional Planning and Strategies
- Standard 6: Professional Learning and Ethical Practice
- Standard 7: Collaboration

**Advanced Preparation / SEDAS**

- Standard 1: Assessment
- Standard 2: Curricular Content Knowledge
- Standard 3: Programs, Services, and Outcomes
- Standard 4: Research and Inquiry
- Standard 5: Leadership and Policy
- Standard 6: Professional and Ethical Practice
- Standard 7: Collaboration



## **E. INSTRUCTORS**

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

- Current Florida teaching certificate in Education and Exceptional Student Education
- Background of successful staff development and/or adult training expertise
- Master's degree in Education or Special Education
- Three years of qualified experience in working with students diagnosed with Autism Spectrum Disorder
- Certified and experienced in the areas of content to be taught
- Commitment to carry out the number of hours of instruction, individual participant consultation, and follow-up specified in each training module
- Commitment to use and maintain the integrity of the training components
- Commitment to the Autism Spectrum Disorder Endorsement Program and to the delivery of training at times and places convenient to the participants

## **COMPETENCY COMPLETION REQUIREMENTS**

The option of completing the three components is available for teachers in lieu of taking college courses to earn the Autism Spectrum Disorder Endorsement. In order to satisfy specialization requirements in Rule 6A-4.01796, Florida Administrative Code, participants must have a bachelor's or higher degree with certification in any exceptional student education area and complete 12 semester hours or 240 inservice hours including the following: Nature and Needs, Assessment, and Diagnosis of Students with ASD with Field Experience, Applied Behavior Analysis and Positive Behavior Supports for Students with ASD with Field Experience, and Assistive/Instructional Technology and Natural/Augmentative Communication Systems for Students with ASD with Field Experience.

### **A. PROGRAM COMPLETION**

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

Satisfactory completion of individual components may be demonstrated through:

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

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

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

Proof of successful course completion and the awarding of inservice points will be maintained by the district professional development office. At the conclusion of each course, each participant successfully mastering the competencies therein will be awarded inservice credit per the Professional Learning Catalog. Upon successful completion of all three required courses, the professional development office will provide the participant with a Certificate of Completion noting that the participant has successfully completed the Add-on Endorsement Program: Autism Spectrum Disorder. The teacher certification office will then assist the participant in completing Form CG-10 and collecting the appropriate processing fees associated with petitioning The Florida Department of Education to add the Autism Spectrum Disorder Endorsement to the educator's teaching certificate.

## **B. COMPETENCY DEMONSTRATION**

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

## **C. COMPETENCY VERIFICATION**

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

## **PROGRAM EVALUATION**

### **A. EVALUATION PLAN**

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

1. Individual participants will be evaluated based on competency acquisition as verified by the instructor in accordance with approved competency demonstration methods and criteria. (In accordance with district inservice requirements, any participant who wishes to receive inservice points must demonstrate competency on at least 80% of the specific objectives using pre- and post-tests or other valid measures.)

2. Each training component will be evaluated by utilizing district staff development program procedures.
3. The program will be assessed by participants; instructors; staff development personnel; and district exceptional student education administrative and supervisory staff to determine program effectiveness, program efficiency in terms of management, operation, delivery and cost effectiveness.

#### **DESCRIPTIVE DATA**

Formal program evaluation will provide the following data:

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

#### **CLIENT SATISFACTION DATA**

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

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

#### **SUPERVISORY EVALUATION DATA**

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

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

#### **LOGISTICAL SUPPORT**

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

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

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

In addition, in order to assess overall effectiveness of the program, participants completing the

program will be asked to complete an online exit survey which will provide feedback regarding the management and operation of program activities.

The budget for Autism Spectrum Disorder Endorsement will mostly be borne by the participating districts. Districts may be able to participate in Florida Diagnostic and Learning Resources System-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.

## **B. ANNUAL REVIEW**

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

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

## **PROGRAM MANAGEMENT**

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

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

Inservice training for the ASD courses is offered through the regional FDLRS Centers. FDLRS will be responsible for updating the program as necessary and, when appropriate, advertising the availability of the courses to districts.

## **A. CANDIDATE APPLICATION AND ADMISSION**

The individuals designated above will share the process for application, admission, and verification of the Autism Spectrum Disorder Endorsement Program. Eligibility to participate in the program is predicated on a candidate's holding a bachelor's or higher degree with certification in any exceptional

student education area. The candidate must hold a valid Florida Educator's Certificate (Temporary or Professional).

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

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

## **B. ADVISEMENT**

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

## **C. ATTENDANCE REQUIREMENT FOR INSERVICE POINTS**

Attendance is mandatory unless because of serious illness or extreme emergency the instructor excuses the absence. Excused absence class hours must be satisfied through a schedule approved by the instructor. Participants receive one inservice point for each clock hour of component participation, ~~up to~~ 80 hours per component, a total of 240 inservice hours for the Autism Spectrum Disorder Endorsement Program.

## **D. TRANSFER AND UTILIZATION OF CREDIT**

Equivalent or higher content level college credit obtained from a regionally accredited institution of higher education with an approved Autism Endorsement Program may be used to satisfy component requirements. College course(s) are converted to inservice points with each semester credit hour equivalent to twenty (20) inservice points. An official college transcript must be requested by the participant and forwarded to the Professional Development Director's Office. Inservice credit earned in other school districts may be applied to the Autism 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 Endorsement Program for Autism. Participants must request an official Inservice Transfer Record be sent from the previous employer to the district staff development director.

## **E. CERTIFICATION OF COMPLETION**

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. When participants have completed all program completion requirements; thereby, demonstrating mastery of competencies and

objectives, program completion is verified by the district staff development director. Since records are kept during each step of the Autism Spectrum Disorder Endorsement Program by district staff development personnel, the professional learning tracking system, or other inservice tracking systems, documentation is easily accessed by district staff to verify successful completion of all components. After verification, district documentation on behalf of the participant will then be submitted to the Florida Department of Education using Form CG-10, along with the appropriate processing fee.

### **SCHOOL BOARD APPROVAL**

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

## **APPENDIX A**

### **CEC INITIAL AND ADVANCED SPECIALTY STANDARDS**

## INITIAL SPECIALTY SET: DEVELOPMENTAL DISABILITIES AND AUTISM SPECTRUM

<b>Initial Preparation Standard 1: Learner Development and Individual Learning Differences</b>	
<b>Knowledge</b>	
DDA.1.K1	Medical aspects and implications for learning for individuals with developmental disabilities and autism spectrum disorder
DDA.1.K2	Core and associated characteristics of individuals with developmental disabilities and autism spectrum disorder
DDA.1.K3	Co-existing conditions and ranges that exist at a higher rate than in the general population
DDA.1.K4	Sensory challenges of individuals with developmental disabilities and autism spectrum disorder
DDA.1.K5	Speech, language, and communication of individuals with developmental disabilities and autism spectrum disorder
DDA.1.K6	Adaptive behavior needs of individuals with developmental disabilities and autism spectrum disorder
DDA.1.K7	Effect of theory of mind, central coherence, and executive function on learning and behavior
DDA.1.K8	Effect of neurological differences on learning and behavior
DDA.1.K9	Effect of self-regulation on learning and behavior
<b>Skills</b>	
None specified	
<b>Initial Preparation Standard 2: Learning Environments</b>	
<b>Knowledge</b>	
None in addition to the ICSI	
<b>Skills</b>	
DDA.2.S1	Plan and implement instruction for independent functional life skills and adaptive behavior
DDA.2.S2	Plan and implement instruction and related services in environments that are both age appropriate and ability appropriate
DDA.2.S3	Use specialized instruction to enhance social participation across environments
DDA.2.S4	Plan systematic instruction based on learner characteristics, interests, and ongoing assessment
<b>Initial Preparation Standard 3: Curricular Content Knowledge</b>	
<b>Knowledge</b>	
DDA.3.K1	Evidence-based career and vocational transition programs for individuals with developmental disabilities and autism spectrum disorder
<b>Skills</b>	
DDA.3.S1	Provide pragmatic language instruction that facilitates social skills
DDA.3.S2	Provide individuals with strategies to avoid and repair miscommunications
DDA.3.S3	Plan and implement instruction for independent functional life skills and adaptive behavior
DDA.3.S4	Plan and implement instruction and related services that are both age appropriate and ability appropriate
DDA.3.S5	Use specialized instruction to enhance social participation across environments
DDA.3.S6	Plan systematic instruction based on learner characteristics, interests, and ongoing assessment



## INITIAL SPECIALTY SET: DEVELOPMENTAL DISABILITIES AND AUTISM SPECTRUM

<b>Initial Preparation Standard 4: Assessment</b>	
<b>Knowledge</b>	
DDA.4.K1	Specialized terminology used in the assessment of individuals with developmental disabilities and autism spectrum disorder
DDA.4.K2	Assessments of environmental conditions that promote maximum performance of individuals with developmental disabilities and autism spectrum disorder
DDA.4.K3	Components of assessment for the core areas for individuals with developmental disabilities and autism spectrum disorder
DDA.4.K4	Individual strengths, skills, and learning styles
<b>Skills</b>	
DDA.4.S1	Select, adapt, and use assessment tools and methods to accommodate the abilities and needs of individuals with developmental disabilities and autism spectrum disorder
DDA.4.S2	Develop strategies for monitoring and analyzing challenging behavior and its communicative intent
DDA.4.S3	Conduct functional behavior assessments that lead to development of behavior support plans
<b>Initial Preparation Standard 5: Instructional Planning and Strategies</b>	
<b>Knowledge</b>	
DDA.5.K1	Specialized curriculum designed to meet the needs of individuals with developmental disabilities and autism spectrum disorder
DDA.5.K2	Evidence based career and vocational transition programs for individuals with developmental disabilities and autism spectrum disorder
<b>Skills</b>	
DDA.5.S1	Match levels of support to changing needs of the individual
DDA.5.S2	Implement instructional programs that promote effective communication skills using verbal and augmentative and alternative communication systems
DDA.5.S3	Provide specialized instruction for spoken language, reading, and writing
DDA.5.S4	Use instructional strategies that fall on a continuum of child-directed to adult-directed in natural and structured context
DDA.5.S5	Consistently use proactive strategies and positive behavioral supports
DDA.5.S6	Involve individuals with developmental disabilities and autism spectrum disorder in the transition planning process
DDA.5.S7	Plan for transition needs including linkages to supports and agencies focusing on life-long needs
DDA.5.S8	Provide instruction in community-based settings
DDA.5.S9	Demonstrate transfer, lifting, and positioning techniques
DDA.5.S10	Structure the physical environment to provide optimal learning
DDA.5.S11	Provide instruction in self-regulation
DDA.5.S12	Utilize student strengths to reinforce and maintain social skills
DDA.5.S13	Plan instruction for independent functional life skills and adaptive behavior
DDA.5.S14	Plan and implement instruction and related services that are both age appropriate and ability appropriate
DDA.5.S15	Use specialized instruction to enhance social participation across environments
DDA.5.S16	Plan systematic instruction based on learner characteristics, interests, and ongoing assessment

## INITIAL SPECIALTY SET: DEVELOPMENTAL DISABILITIES AND AUTISM SPECTRUM

<b>Initial Preparation Standard 6: Professional Learning and Ethical Practice</b>	
<b>Knowledge</b>	
DDA.6.K1	Definitions and issues related to the identification of individuals with developmental disabilities and autism spectrum disorder
DDA.6.K2	Continuum of placement and services available for individuals with developmental disabilities and autism spectrum disorder
DDA.6.K3	Historical foundations and classic studies of developmental disabilities and autism spectrum disorder
DDA.6.K4	Trends and practices in the field of developmental disabilities and autism spectrum disorder
DDA.6.K5	Theories of behavior problems of individuals with developmental disabilities and autism spectrum disorder
DDA.6.K6	Perspectives held by individuals with developmental disabilities and autism spectrum disorder
DDA.6.K7	Concepts of self-determination, self-advocacy, and community and family support, and impact in the lives of individuals with developmental disabilities and autism spectrum disorder
<b>Skills</b>	
None in addition to the ICSI	
<b>Initial Preparation Standard 7: Collaboration</b>	
<b>Knowledge</b>	
DDA.7.K1	Services, networks, and organizations for individuals, professionals, and families with developmental disabilities and autism spectrum disorder
<b>Skills</b>	
DDA.7.S1	Collaborate with team members to plan transition to adulthood that encourages full community participation

<b>Advanced Preparation Standard 1: Assessment</b>	
<b>Knowledge</b>	
SEDAS.1.K1	Criteria used to diagnose or identify the continuum of developmental disabilities and autism spectrum disorder as defined by the most current version of the <i>Diagnostic and Statistical Manual of Mental Disorders</i>
SEDAS.1.K2	Ethical implications and obligations related to diagnosis and identification of individuals with developmental disabilities and autism spectrum disorder
SEDAS.1.K3	Comprehensive assessment, including specialized terminology and assessment tools
SEDAS.1.K4	Importance of ongoing evaluation of strengths and needs in varied contexts
SEDAS.1.K5	Conditions for individuals who are dually diagnosed with developmental disabilities and autism spectrum disorder and/or mental health disorders
SEDAS.1.K6	Comprehensive transition assessment, including identification of external agency assessment sharing
<b>Skills</b>	
SEDAS.1.S1	Describe the core and associated characteristics of individuals with developmental disabilities and autism spectrum disorder
SEDAS.1.S2	Describe the distinguishing features of disorders on the autism spectrum
SEDAS.1.S3	Identify conditions that co-exist between developmental disabilities and autism spectrum disorder
SEDAS.1.S4	Conduct nonbiased assessment
SEDAS.1.S5	Use information from assessments and educational records to design instruction
SEDAS.1.S6	Collect, interpret, and use data to document outcomes for individuals with developmental disabilities and autism spectrum disorder, and change programming as indicated with family and team
SEDAS.1.S7	Share a thorough profile of individuals with developmental disabilities and autism spectrum disorders with families and with current and future educational teams
SEDAS.1.S8	Conduct functional behavioral assessments to determine what initiates and maintains a challenging or interfering behavior
SEDAS.1.S9	Uses assessment information from a variety of school and external agency resources to make transition recommendations
SEDAS.1.S10	Articulate awareness of and the effect of mental health disorders on individuals with developmental disabilities and autism spectrum disorder in collaborating with family and colleagues
<b>Advanced Preparation Standard 2: Curricular Content Knowledge</b>	
<b>Knowledge</b>	
SEDAS.2.K1	Benefits of low- through high-technology supports across all areas of development
SEDAS.2.K2	Criteria for evaluating effectiveness of interventions and strategies with individuals with developmental disabilities and autism spectrum disorder
<b>Skills</b>	
None specified	

<b>Advanced Preparation Standard 3: Programs, Services, and Outcomes</b>	
<b>Knowledge</b>	
SEDAS.3.K1	General education curriculum and supports to facilitate the success of individuals with developmental disabilities and autism spectrum disorder
SEDAS.3.K2	Range of environmental supports that maximize learning for individuals with developmental and disabilities and autism spectrum disorder
SEDAS.3.K3	Ways to modify verbal and nonverbal communication and instructional behavior to meet the needs of individuals with developmental disabilities and autism spectrum disorder
SEDAS.3.K4	Activities and techniques for developing independent living skills
<b>Skills</b>	
SEDAS.3.S1	Apply inclusive principles in the education of individuals with developmental disabilities and autism spectrum disorder
SEDAS.3.S2	Develop and implement transition plans for individuals with developmental disabilities and autism spectrum disorder between settings and across the life span
SEDAS.3.S3	Identify match between job requirements and individual skills, preferences, and characteristics
SEDAS.3.S4	Provide individuals with multiple job experiences
SEDAS.3.S5	Implement instructional strategies that promote the generalization of skills across domains and settings
SEDAS.3.S6	Arrange program environments to facilitate spontaneous communication
SEDAS.3.S7	Design and implement instruction that promotes effective communication and social skills for individuals with developmental disabilities and autism spectrum disorder
SEDAS.3.S8	Provide varied instruction and opportunity to learn play and leisure skills
SEDAS.3.S9	Create opportunities and provide supports for individuals to organize and maintain personal materials across environments
SEDAS.3.S10	Organize the curriculum to integrate individuals' special interests and materials, activities, and routines across curriculum
SEDAS.3.S11	Identify evidence-based strategies to increase self-awareness and ability to self-regulate
SEDAS.3.S12	Identify evidence-based strategies to increase an individual's self-determination of activities, services, and preferences
SEDAS.3.S13	Design and implement program activities and techniques for developing independent living skills
SEDAS.3.S14	Plan and implement individualized and intensive programming that matches individual needs
<b>Advanced Preparation Standard 4: Research and Inquiry</b>	
<b>Knowledge</b>	
SEDAS.4.K1	Current etiology and practice-based research specific to developmental disabilities and autism spectrum disorder
<b>Skills</b>	
SEDAS.4.S1	Interpret and relay research field in layperson terms or jargon-free language
SEDAS.4.S2	Remain informed of current research, legislation, and debate concerning developmental disabilities and autism spectrum disorder

<b>Advanced Preparation Standard 5: Leadership and Policy</b>	
<b>Knowledge</b>	
SEDAS.5.K1	Electronic, print, and organizational resources on developmental disabilities and autism spectrum disorder
<b>Skills</b>	
SEDAS.5.S1	Prepare personnel and community members for interaction with individuals with developmental disabilities and autism spectrum disorder
SEDAS.5.S2	Promote high expectations for self, staff, and individuals with exceptional learning needs
SEDAS.5.S3	Provide structure, ongoing training, and support to families, professionals, and paraprofessionals
SEDAS.5.S4	Oversee and monitor routines, schedules, and sequences of events and activities
SEDAS.5.S5	Act as a positive role model for the acceptance, treatment, and interaction with individuals with developmental disabilities and autism spectrum disorder and their families
<b>Advanced Preparation Standard 6: Professional and Ethical Practice</b>	
<b>Knowledge</b>	
SEDAS.6.K1	Effect of core and associated characteristics of developmental disabilities and autism spectrum disorder on family dynamics and functioning
SEDAS.6.K2	Social and ethical issues that affect the education of individuals with developmental disabilities and autism spectrum disorder, families, and professionals
<b>Skills</b>	
SEDAS.6.S1	Teach others to actively engage individuals with developmental disabilities and autism spectrum disorder in individualized education and life planning
SEDAS.6.S2	Teach others to use individual strengths to reinforce and maintain skills
SEDAS.6.S3	Model use and implementation of assistive technology and augmentative or alternative communication to aid in comprehension and level of engagement of individuals with developmental disabilities and autism spectrum disorder
SEDAS.6.S4	Mentor others to teach unstated rules and customs that govern social behavior
SEDAS.6.S5	Provide professional service through leadership in the field of developmental disabilities and autism spectrum disorder
SEDAS.6.S6	Provide service to the profession through leadership activities in professional organizations
<b>Advanced Preparation Standard 7: Collaboration</b>	
<b>Knowledge</b>	
None in addition to the ACSI	
<b>Skills</b>	
SEDAS.7.S1	Coordinate processes that encourage collaboration needed for transition between settings
SEDAS.7.S2	Provide leadership in collaborating with individuals and families around issues of sexuality
SEDAS.7.S3	Collaborate with families and other team members in nonjudgmental ways to make informed decisions about interventions and life planning
SEDAS.7.S4	Promote collaborative practices that respect individual family culture, dynamics, and values, and the effect the diagnosis may have on the family
SEDAS.7.S5	Connect families and professionals to educational and community resources



**Elementary/Middle/Secondary**

**201920-202021**

**Code of Student Conduct  
and  
Student Rights  
and Responsibilities**

**Jeffery R. Edison**

Superintendent of Schools

**John Lott Jr.**

Assistant Superintendent

SCHOOL BOARD OF LEVY COUNTY  
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The School Board of Levy County is an Equal Opportunity Employer  
Board Approved June 11, 2019



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**LEVY COUNTY**  
**CODE OF**  
**STUDENT CONDUCT**  
**AND**  
**STUDENT RIGHTS**  
**AND**  
**RESPONSIBILITIES**  
**INTRODUCTION**  
**PHILOSOPHICAL BASIS**

The mission of the Levy County School Board is to educate all students in a safe environment and graduate them ready for college and career success. To this end, we intend to enhance each student's potential for learning and to foster positive interpersonal relationships. Levy County supports the concept that students who possess personal, academic, civic and occupational adequacies will become effective and productive citizens. Students must develop and accept the responsibilities and obligations of citizenship. Our Student Code of Conduct encourages students to take ownership of their educational opportunities by providing a safe environment conducive for reaching his/her academic potential. ~~and~~ Therefore providing a positive school climate that supports academic achievement, fairness, civility, acceptance of diversity, and mutual respect.

Effective instruction requires order and discipline which may be described as the absence of distractions, frictions, and disturbances which interfere with the effective functioning of the educational environment. It is also the presence of a friendly, yet businesslike, atmosphere in which students and school personnel work cooperatively toward mutually recognized and accepted goals.

As students progress in our public schools, it is reasonable to assume that an increase in age and maturity will result in the students' assuming greater responsibility for their actions. It is recognized that differences in age and maturity require different types of disciplinary action; however, the procedures identified shall apply to all students in grades Pre-K - 12.

To assist parents, administrators, and faculty in maintaining such an environment, the Code of Student Conduct and Student Rights and Responsibilities will:

- ⇒ Describe roles of the home, student, school, and school personnel
- ⇒ Describe student rights and responsibilities
- ⇒ Identify formal disciplinary actions
- ⇒ Standardize procedures for administering formal disciplinary actions
- ⇒ Identify classifications of violations and describe procedures for disciplinary action

Each school is permitted and encouraged to develop rules, procedures, and expectations for student conduct. While these may not conflict with direction provided in the district-wide Code of Student Conduct and Student Rights and Responsibilities, broad latitude in dealing with local school problems shall be afforded to each school so that student discipline may be responsive to particular problems in each individual school.

## **ROLES OF THE HOME, STUDENT, SCHOOL, AND SCHOOL PERSONNEL**

In order for effective instruction to occur, there must be a cooperative relationship between student, parent, and educator. This relationship may be described as follows:

### **Parents or Guardians Who:**

- ⇒ Maintain regular communications with the school authorities concerning their child's progress and conduct
- ⇒ Insure that their child is in daily attendance and promptly report and explain an absence or tardiness to school
- ⇒ Provide their child with the resources needed to complete class work
- ⇒ Assist their child in being healthy, neat and clean
- ⇒ Bring to the attention of school authorities any problem or condition which affects their child or other children of the school
- ⇒ Discuss report cards and work assignments with their child
- ⇒ Maintain up-to-date home, work, and emergency telephone numbers at the school, including doctor, hospital preferences, and an emergency health care form

### **Students Who:**

- ⇒ Attend all classes daily and are punctual in attendance
- ⇒ Are prepared to come to class with appropriate working materials
- ⇒ Are respectful to all individuals and property
- ⇒ Refrain from profane or inflammatory statements
- ⇒ Conduct themselves in a safe and responsible manner
- ⇒ Are clean and neat
- ⇒ Are responsible for their own work
- ⇒ Abide by the rules and regulations of the schools and each classroom teacher
- ⇒ Seek changes in an orderly and recognized manner
- ⇒ Ask school personnel for guidance when unsure of procedures
- ⇒ Are responsible and accountable for their choices and decisions

### **Schools That:**

- ⇒ Encourage students to adhere to school and classroom policies and procedures
- ⇒ Maintain an atmosphere conducive to academic success and appropriate behavior
- ⇒ Exhibit an attitude of respect for students
- ⇒ Plan a flexible curriculum to meet the needs of all students

- ⇒ Promote and provide effective training or discipline based upon fair and impartial treatment of all students
- ⇒ Develop a good working relationship among staff and with students
- ⇒ Develop and maintain appropriate extra-curricular activities
- ⇒ Encourage the school staff, parents or guardians, and students to use the services of community agencies
- ⇒ Promote regular parental communication with the school
- ⇒ Encourage parent participation in affairs of the school
- ⇒ Seek to involve students in the development of policy
- ⇒ Endeavor to involve the community in the development of policies and procedures that will enhance the educational environment.

#### **School Personnel Who:**

- ⇒ Are in regular attendance and on time
- ⇒ Perform their duties with appropriate materials
- ⇒ Respect other individuals and their property
- ⇒ Refrain from profane or inflammatory statements
- ⇒ Conduct themselves in a professional, reasonable and responsible manner
- ⇒ Are clean and neat
- ⇒ Adhere to the rules and regulations established by the school
- ⇒ Pursue improvements in an orderly and recognized manner
- ⇒ Utilize a variety of positive academic and behavioral strategies:
  - ◆ Student program adjustment
  - ◆ Referral to appropriate personnel for group or individual counseling with school counselors, peer counseling, psychological evaluations, and such other services deemed appropriate
  - ◆ Conferences and/or contacts between administrators, parent(s) or guardians, teachers, and students
  - ◆ Referral to appropriate agencies for specific problems
  - ◆ Are aware of and have respect for the diverse cultures within our community

### **JURISDICTION OF THE SCHOOL BOARD**

Levy County Public School students are subject to the rules and regulations of the School Board of Levy County during the school day and regular school activities; while being transported on school buses or at the public expense to and from school or other educational facilities; at such time and places including, but not necessarily limited to, school-sponsored events, field trips, athletic functions, and other activities where appropriate school personnel have jurisdiction over students. In addition to the foregoing, jurisdictional control over the student may be extended to the immediate vicinity of the school and designated bus stops, in accordance with law (1006.28 (6) (d) 7), whenever the conduct of the student is deemed to have a detrimental effect on the health, safety, and welfare of other students and/or of the school.

To ensure the safety and welfare of pupils and employees, cameras may be used to monitor behavior on school property. Disciplinary action may occur based upon the evidence of the videotapes.

## STUDENT RIGHTS AND RESPONSIBILITIES

It is the intent of the Student Rights and Responsibilities, as expressed in this document, ~~which~~ **that** students understand that individual rights involve associated responsibilities, and that individual rights must be viewed in relationship to the health, safety, and welfare for all students. The principal, or his/her designee, shall assume administrative responsibility and instructional leadership under the supervision of the Superintendent, or his/her designee, in accordance with rules and regulations of the School Board for planning, management, and operation of the school to which he/she is assigned. The faculty and staff shall assist in the orderly operation of the school and assure the rights of students.

### ALCOHOL/DRUGS/TOBACCO

#### **Philosophical Basis:**

The unlawful possession, use, or distribution of illicit alcohol, drugs, or tobacco is not only wrong, but also harmful.

#### **Student Responsibilities:**

- ⇒ Each student has the responsibility not only to himself/herself, but also others not to use, possess, sell, or distribute any alcohol, drugs, or tobacco on school grounds or during school-sponsored activities.

#### **Student Rights:**

- ⇒ To be informed of School Board policies and individual school rules regarding alcohol, drugs, or tobacco
- ⇒ To have access to information on substance abuse counseling programs
- ⇒ To have available curriculum that educates students about the harmful effects of alcohol, drugs, or tobacco

### ATTENDANCE

#### **Philosophical Basis:**

School administrators have an obligation under State Law to enforce compulsory school attendance laws. Regular attendance by students will facilitate the development of the skills and knowledge necessary to function in a modern democratic society.

#### **Student Responsibilities:**

- ⇒ To take advantage of their educational opportunity by attending all classes daily and on time
- ⇒ To provide the school with an adequate explanation with appropriate documentation indicating the reasons for an absence
- ⇒ To request makeup assignments from teachers upon return to school and to complete this work within a reasonable length of time as determined by the teacher when there is an excused absence

**Student Rights:**

- ⇒ To be informed of School Board policies and individual school rules regarding absenteeism and tardiness (School Board Policy 5.03 Student Attendance/Absences)
- ⇒ To appeal a decision pertaining to an absence
- ⇒ To make up classwork within a reasonable length of time as determined by the teacher

## **COUNSELING**

**Philosophical Basis:**

Personal concerns of students can seriously limit their educational development. Schools have the responsibility to provide a counseling program and to make relevant and objective information available to students.

**Student Responsibilities:**

- ⇒ To use guidance services for their own educational and personal improvement
- ⇒ To schedule appointments in advance unless the problem or concern is one of an emergency
- ⇒ To work cooperatively with all school personnel

**Student Rights:**

- ⇒ To be informed as to the nature of the guidance services available in their school
- ⇒ To have access to individual and group counseling
- ⇒ To request a change of counselor

## **CURRICULUM**

**Philosophical Basis:**

The degree of curriculum involvement is a function of age, grade, maturity, and sophistication on one hand and the level and complexities of courses on the other. Student opinion regarding curriculum offerings is extremely important and therefore deserves careful analysis and consideration.

**Student Responsibilities:**

- ⇒ To request participation in academic programs and extra-curricular activities that are commensurate with ability
- ⇒ To seek assistance in course selection from informed persons in the school
- ⇒ To cooperate with the instructor and contribute to an atmosphere free from bias and prejudice
- ⇒ To cooperate fully and exert every effort to achieve mastery of the basic skills

**Student Rights:**

- ⇒ To have equal educational opportunity with regard to academic programs and extra-curricular activities
- ⇒ To receive district curriculum course descriptions that will facilitate informed choices
- ⇒ To receive instruction in courses of study under competent instructors in an atmosphere free from bias and prejudice
- ⇒ To participate in appropriate basic skills programs in elementary, middle, and high schools

**FREE SPEECH/EXPRESSION****Philosophical Basis:**

Citizens in our democracy are guaranteed self-expression under the 1st and 14th Amendments of the United States Constitution; therefore, in a democratic society, one of the basic purposes of education is to prepare students for responsible self-expression.

National origin, minority, or limited English proficient students shall not be subjected to any disciplinary action because of their use of a language other than English.

**(space down)**

**Student Responsibilities:**

- ⇒ To respect the rights of other individuals, to express disagreement in a manner which does not infringe upon the rights of others and does not interfere with the orderly educational process
- ⇒ To act in a manner which preserves the dignity of patriotic observances
- ⇒ To respect the religious beliefs of others
- ⇒ To plan for, seek approval of, and conduct activities which are consistent with the educational objectives of the school

**Student Rights:**

- ⇒ To form and express viewpoints through speaking and writing in a manner which is not obscene, slanderous, libelous, or likely to cause disruption in school
- ⇒ To affirm their identity with the American idea (i.e., pledging allegiance to the flag)
- ⇒ To refrain from any activity which violates the precepts of their religion
- ⇒ To use and cite printed materials and other resources of any nature, including any religious viewpoint, which are pertinent and responsive to assigned work and school projects
- ⇒ To assemble peaceably on school grounds or in school buildings (such assembly shall be consistent with all applicable Federal, State, and local regulations)

## **GRADES**

### **Philosophical Basis:**

An academic grade should reflect the teacher's most objective assessment of the student's academic achievement. Academic grades should not be used as a means of maintaining order in a classroom, nor should student behavior be included in calculating academic grades.

### **Student Responsibilities:**

- ⇒ To become informed of the grading criteria
- ⇒ To maintain standards of academic performance commensurate with ability, and to make every effort to improve performance upon receipt of notification of unsatisfactory progress

### **Student Rights:**

- ⇒ To receive a teacher's grading criteria at the beginning of each year or semester course
- ⇒ To receive reasonable notification of failure or potential failure at any time during the grading period when it is apparent unsatisfactory work is being performed

## **PRIVACY AND PROPERTY RIGHTS**

### **Philosophical Basis:**

Federal and State laws provide persons with reasonable expectation of privacy in addition to freedom from unreasonable search and seizure of property. Such guarantees are not unlimited and must be balanced by the school's responsibility to protect the health, safety, and welfare of all students.

### **Student Responsibilities:**

- ⇒ To attend school and other School Board activities without bringing materials or objects prohibited by law or School Board policy or other items that will detract from the educational process
- ⇒ To respect the property rights of the public at large as well as those of individuals, and to refrain from destruction of, or damage to, such property

### **Student Rights:**

- ⇒ To maintain privacy of personal possessions unless appropriate school personnel have reasonable cause to believe a student possesses any object or



material which is prohibited by law or School Board policy (See School Locker Search and Search of Individual)

- ⇒ To attend school in an educational environment in which personal property is respected

## **STUDENT RECORDS**

### **Philosophical Basis:**

A well-developed student record file contains information needed for making appropriate educational decisions for the student. Student records are to be treated confidentially and should contain information that is relevant, accurate, and appropriate.

### **Responsibilities of Students, Parents, and Guardians:**

- ⇒ To inform the school of any information that may be useful in making appropriate educational decisions
- ⇒ To authorize release of pertinent information to those individuals or agencies who are working actively and constructively for the benefit of the student\*

\*Release of records of students 17 years of age or younger who attend an elementary or secondary school requires the signature of the parent or guardian.

### **Rights of Students, Parents, and Guardians:**

- ⇒ To inspect, review, and challenge the information contained in records directly relating to the student
- ⇒ To be protected by legal provisions which prohibit the release of personal identifiable information to other than legally authorized persons without the consent of the parent, guardian, or eligible student (eligible students are those 18 years of age or over and/or those attending a post-secondary institution).

## **STUDENT GOVERNMENT**

### **Philosophical Basis:**

Effective student governments are the forums for the training and involvement of students in the democratic processes. Members of the school community share the responsibility for shaping governments into positive instruments for student involvement.

### **Student Responsibilities:**

- ⇒ To elect student government officers and representatives who are responsive to the needs of the school and who will work constructively toward the resolution of such needs
- ⇒ To become knowledgeable of School policies governing the actions of students
- ⇒ To conduct election campaigns in a positive, mature manner, with all due respect provided their opponents

- ⇒ To attend regularly scheduled meetings, if an elected student representative, and exhibit appropriate conduct at all times

### **Student Rights:**

- ⇒ To form and operate a student government within the respective schools under the direction of a faculty advisor
- ⇒ To have access to policies of the School Board and the individual school policies governing the actions of students
- ⇒ To seek office in student government, or any school organization, regardless of race, sex, color, creed, or political beliefs
- ⇒ To attend, as student government officers and representatives, official student government meetings upon approval of such meetings by the school principal, or his/her designee

## **STUDENT PUBLICATIONS**

Education is the process of inquiry and learning, acquiring and imparting knowledge, and exchanging ideas. One of the important roles of the school is to provide effective avenues through which students may express themselves on a wide range of subjects. Official student publications, such as school newspapers, should include viewpoints representative of the entire student body.

**(Space down)**

### **Student Responsibilities:**

- ⇒ To refrain from publishing libelous and obscene materials, to seek full information on the topics about which they write and to observe normally accepted rules for responsible journalism under the guidance of the faculty advisor

### **Student Rights:**

- ⇒ To participate in the development and distribution of publications as a part of the educational process

## **STUDENT SURVEYS**

The Protection of Pupil Rights Amendment (PPRA) requires School Board of Levy County to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student’s parents;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;

5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other that as required by law to determine program eligibility.

### **STUDENT GRIEVANCES**

The purpose of this rule is to provide a framework within which students can present grievances to the faculty and administration of the Levy County School District for speedy and just resolution. Informal settlements at any stage of the procedure shall be binding on all parties, but shall not constitute a precedent for any subsequent grievance proceedings.

Any dispute concerning the interpretation and/or application of students rights and responsibilities policy adopted by the School Board of Levy County may be grieved under the procedures hereinafter set forth. However, the grievance procedure shall not be applicable to suspensions and expulsions from Pre-K, kindergarten, elementary, or secondary schools, nor shall a grievance operate to delay the administration of other unrelated disciplinary measures.

#### **A. Grievance Procedure**

1. When a dispute arises, the student must first discuss the complaint informally with the person against whom it is directed. The student may seek the assistance of the Student Services personnel, or other faculty members, and/or his/her parent(s) or guardian(s) in mediating the dispute. The student may be accompanied by his/her parent(s) or guardian(s) or other representative at all steps in this process in order to arrive at an equitable resolution to a dispute.
2. If the dispute is not resolved by informal discussion, the student may submit a written, signed grievance to the principal, or his/her designee, not later than the close of the tenth (10th) school day following the alleged incident prompting the grievance. The written grievance must include a description of the dispute and the facts, as well as an explanation of the desired resolution of the grievance. The principal, or his/her designee, shall act upon the grievance within ten (10) school days, holding such conferences with the student as necessary. A written answer shall be provided by the principal or his/her designee, to the student.
3. Unless safety or the learning environment for other students is at risk, all negative consequences for the grievant shall be held in abeyance from the date the appeal is submitted until its completion. However, affirmative relief sought by a student shall not be applicable until the appeal is completed in a manner favorable to the student.
4. If the principal's, or his/her designee's, decision is unacceptable to the student, he or she may submit to the Superintendent of Schools, or his/her designee, a written, signed grievance. The grievance shall state with specificity all material facts which are not in dispute, as well as evidence

or explanation for disputed facts, together with the specific rule, policy, or statute claimed to have been violated. The grievance shall also include a true copy of all documents which were presented to or considered by the principal, or his/her designee, and a copy of the written disposition by the principal, or his/her designee. No new information may be added to the documentation.

5. The grievance must be submitted to the Superintendent, or his/her designee, not later than five (5) school days following notification of the principal's, or his/her designee's, decision. The Superintendent, or his/her designee, shall conduct a hearing if necessary to resolve disputed facts, and shall issue and serve a written decision within fifteen (15) school days to the student and to the appropriate principal, or his/her designee, following such consideration as the Superintendent, or his/her designee, deems proper. The decision of the Superintendent, or his/her designee, shall include appropriate findings of fact and shall include a true copy of all documents which were presented to, or considered by, the Superintendent, or his/her designee, in reaching his/her decision.
6. If the Superintendent's, or his/her designee's, decision is unacceptable to the student, he or she may submit a signed grievance to the School Board. Such submission must be within five (5) school days following notification of the Superintendent's, or his/her designee's, decision and shall be filed with the Superintendent, or his/her designee. The grievance shall be accompanied by a true copy of the Superintendent's, or his/her designee's, written decision, together with a true copy of all documents presented to or considered by the Superintendent, or his/her designee, in reaching his/her decision. No additional testimony or evidence will be heard or considered by the Board.
7. Within ten (10) days of the receipt of the student's grievance addressed to the Board, the Superintendent, or his/her designee, shall file with each member of the Board the student's grievance and supporting documents, together with the Superintendent's, or his/her designee's, written response. The Superintendent, or his/her designee, shall cause the grievance to be considered at the next meeting of the Board at which time matters for consideration are included, and shall notify the student of the date, time, and place of such meeting. The Board will not consider any matters which were not previously raised in the grievance filed with the Superintendent or his/her designee.
8. The Board may permit the student and/or his/her representative and the Superintendent, or his/her designee, to make a brief oral presentation to the Board. The order and time limits of the presentation shall be:
  - a. Student and/or representative (5 minutes);
  - b. Superintendent and/or staff (5 minutes);
  - c. Student response (3 minutes);
  - d. Superintendent's, or his/her designee's, response (3 minutes);

- e. Board questions;
- f. Student's closing comments (1 minute);
- g. Superintendent's, or his/her designee's, closing comments (1 minute); and
- h. Board discussion and action.

The decision of the Board shall be final.

### **STUDENT REMOVAL FROM CLASSROOM SETTING FLORIDA STATUTES 1003.32**

A teacher may remove a student from the classroom setting in accordance with administrative guidelines and the following conditions:

1. Teachers and other instructional personnel shall have the authority to undertake any of the following actions in managing student behavior and ensuring the safety of all students in their classes and school:
  - a) Have disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive students temporarily removed from the classroom for behavior management intervention.
  - b) Have violent, abusive, uncontrollable, or disruptive students directed for information or assistance from appropriate school or district personnel.
2. A teacher may remove from class a student whose behavior the teacher determines interferes with the teacher's ability to communicate effectively with the students in the class or with ability of the student's classmates to learn.

### **BUS DISCIPLINE**

Students shall be subject to progressive disciplinary action for each bus disciplinary referral. To ensure the safety and welfare of pupils and employees, cameras may be used to monitor behavior on the school bus. Disciplinary action may occur based upon the evidence of the videotapes.

### **PARTICIPATION IN EXTRACURRICULAR ACTIVITIES**

To participate in interscholastic/extracurricular activities, students will be subject to the following attendance requirements:

- If a student has five unexcused absences in a nine week grading period they will be placed on probation, and the student and the parent will be required to sign an improvement contract.
- If the student has five unexcused absences the following nine weeks, the student will be placed on extra-curricular suspension. This suspension is lifted after a successful nine weeks attendance period in which the student missed fewer than five unexcused absences.

- A student must attend school at least four periods in order to participate in extracurricular activities that day.

**Probation:**

Probation will require a weekly progress report be submitted by the student to their sponsor or coach. This progress report will include all three areas of concern: Attendance, Academics, and Discipline. It will be the student's responsibility to provide that progress report to the sponsor or coach. Failure to do so will result in no participation in extracurricular activities until it is provided.

The progress report must be signed by the student's teachers, and signify that they have maintained minimum requirements for that week.

To participate in interscholastic/extracurricular activities, students will be subject to the following academic requirements:

- Students must maintain a 2.0 GPA to participate in interscholastic/extracurricular activities. Students who start an activity below a 2.0 GPA would start on probation.
- If a student's GPA falls below a 2.0 GPA, then they will be placed on probation (excludes FHSAA sports).
- Probation requirements are outlined above.
- If the 2.0 GPA isn't maintained for the next nine week grading period, the student will be on extra-curricular suspension until they have a 2.0 GPA.

To participate in interscholastic/extracurricular activities, students will be subject to the following discipline requirements:

- If a student receives In-School Suspension, they may not participate in extracurricular activities the day they serve ISS.
- If a student accumulates five days of ISS, or one day of Out of School Suspension, they will be placed on probation.
- OSS totals beyond one day in a nine week grading period would result in extracurricular suspension for the next 30 calendar days.

To participate in interscholastic/extracurricular activities, students will be responsible for paying a student activity fee of \$20. This is an annual fee collected once regardless of the number of interscholastic/extracurricular activities a student participates in.

Interscholastic/extracurricular activities include participation in any school-authorized or education-related activity occurring during or outside the regular school day.

If a student is arrested for a felony or a delinquent act which would have been a felony if committed as an adult, he/she shall not be allowed to participate in extracurricular activities until a disposition by a court of law. If convicted the student shall have the privilege to participate in extracurricular activities revoked for the current year and the next year.

Students may be suspended from participation in extracurricular activities for failure to pay for lost or damaged textbooks. The debt may be satisfied by the pupil through

community service activities at the school site as determined by the principal or his/her designee. (F.S. 1006.28 (3))

## **PARENT MEETINGS**

Student's parents may be accompanied at any meeting with school district personnel, with another adult of his or her choice to assist the parent or guardian in communicating with school district personnel. If accompanied by more than one adult, there must be prior notification given to the school district personnel. (F.S. 1002.20).

## **DRESS CODE**

The Levy County School Board recognizes that clothing fashions and fads come and go, but distinctions still need to be made as to what is acceptable attire for educational purposes. Some clothing that is appropriate in other settings would be completely inappropriate and disruptive to the learning atmosphere in a school setting. These guidelines shall not infringe upon any student's religious beliefs.

The principal, or his/her designee, is responsible for interpreting and clarifying the Student Dress Code upon student or parent request. The principal, or his/her designee, is the final authority for interpreting and applying the Student Dress Code related to special events conducted at the school.

Students will dress in attire which does not distract from the learning process or the educational environment.

The Levy County School Guidelines that support this concept are the following:

- Students may not wear net or see through clothing, tank tops, halter tops, low-cut tops, or tops that expose the midriff. Spaghetti straps and oversized arm holes are not permitted.
- Clothing shall cover all undergarments and body parts and not expose underwear or body parts in an indecent or vulgar manner.
- Student Dress shall not disrupt the orderly learning environment.
- Belts shall be buckled and all clothing shall be appropriately buttoned.
- Shorts, skirts, or pants shall be worn at the natural waistline.
- Attire (including body tattoos) shall not illustrate, enhance, or depict tobacco/alcohol/drugs nor have offensive racial, satanic, gang-related, sexually suggestive, obscene, or violent messages. This includes colored bandanas which can carry gang-related symbolism.
- Shoes shall be worn at all times; shoes with wheels are not permissible.
- Skirts, shorts, dresses, and slits in dresses shall be at least fingertip length or longer. Clothing with holes shall also conform to this requirement, and no holes should be above the fingertip length.
- Skirts, shorts, dresses, and pants that are too tight shall not be permitted, e.g., bicycle shorts, aerobic shorts, leggings, etc.
- Pajamas, bedroom slippers, and sleepwear are not permissible.
- Hats/caps are not permitted to be worn inside any building

- In accordance with Florida Statutes 1001.43, students may wear sunglasses, hats, or other sun protective wear while outdoors during school hours.
- In accordance with Florida Statutes 1002.20, students may possess and use over-the-counter topical sunscreen product while at school or at a school-sponsored event without a physician's note or prescription.

**~~Minimum Consequences for Dress Code Violations are as follows:~~**

**~~First Offense~~** — verbal warning and the school principal or designee shall call the student's parent or guardian.

**~~Second Offense~~** — Student is ineligible to participate in any extracurricular activity for a period of time not to exceed 5 days and the school principal or designee shall meet with the student's parent or guardian.

**~~Third and Subsequent Offenses~~** — Student shall receive in-school suspension for a period not to exceed 3 days and the student is ineligible to participate in any extracurricular activity for a period not to exceed 30 days. The school principal or designee shall call the student's parent or guardian and send a written letter notifying the parent of the student's in-school suspension and ineligibility to participate in extracurricular activities.

**INDIVIDUAL SCHOOLS MAY HAVE ADDITIONAL DRESS CODE REQUIREMENTS TO MEET COMMUNITY AND/OR SCHOOL NEEDS.**

**DISCIPLINARY RESPONSE CODE**

In order to establish reasonable consistency in the schools, a uniform Disciplinary Response Code has been developed. Schools and teachers may develop individual rules and disciplinary practices to deal with individual school or classroom problems which supplement this Code and which are not in conflict with it. The Code of Student Conduct and Student Rights and Responsibilities apply to all students enrolled in the Levy County Public Schools in pre-kindergarten through grade 12.

This section of the Code of Student Conduct and Student Rights and Responsibilities identifies infractions for which a student may be disciplined and sets forth disciplinary responses which are appropriate for the infraction. Each infraction is defined in this section of the Code and is accompanied by a listing of appropriate disciplinary responses. In the section immediately following the Disciplinary Response Code, a brief explanation of appropriate disciplinary responses is provided along with a description of major procedures which are followed to ensure procedural due process is afforded when a more severe discipline action is considered or given.

Disciplinary infractions and the responses to them are divided into four levels. Each level represents progressively more serious infractions culminating in Level IV offenses. Disciplinary responses to infractions become progressively more severe as one moves upward in the levels of misconduct.

**In choosing an appropriate disciplinary response for offenses below Level IV, school**



**personnel may select from the disciplinary responses appropriate to the level of the offense or may select from the response options at lower levels as they deem appropriate to the circumstances and the nature of the student.** Level IV offenses require a ten (10) day suspension and a recommendation for expulsion from public schools for a minimum of one semester. School personnel may choose to recommend a longer period of expulsion if circumstances warrant and the School Board may expel a student for the remainder of the school year and all of the next school year in accordance with Florida Statutes.

In certain circumstances, a combination of disciplinary responses may be appropriate. For example, for Level I offenses, it may be appropriate to contact the parents of the student while also offering a verbal reprimand.

For a Level II offense, a student might receive a behavior contract accompanied by parental contact and counseling and directions. Generally, however, the more severe the disciplinary response, the more inappropriate it would be to combine optional responses of a severe nature. One would not, for example, impose corporal punishment and a suspension from school.

Students and parents are encouraged to study the Disciplinary Response Code as well as local school rules in order to understand the response to conduct on the school campus or while under the jurisdiction of the School Board and its employees.

## **LEVEL I - DISCIPLINE RESPONSE CODE**

Level I offenses are minor acts of misconduct which interfere with the orderly operation of the classroom, a school function, or transportation by bus.

The misconduct should be handled first by the individual staff member involved. When additional action becomes necessary because of continued violation or other serious concerns, the student will then be referred to the school administrator or designee for disciplinary action.

The school administrator or designee, after review of the student's explanation, consultation with school personnel involved, and further investigation (when needed), will determine the appropriate assignment of disciplinary action.

### **Level I:**

- ⇒ Parent contact
- ⇒ Counseling and direction
- ⇒ Verbal reprimand
- ⇒ Special work assignment
- ⇒ Withdrawal of privileges
- ⇒ Detention
- ⇒ School/classroom positive/negative reinforcement plan
- ⇒ Warning of referral to Level II

### **Infractions**

- |                             |   |
|-----------------------------|---|
| A. Classroom:<br>Disruption | Conduct or behavior which interferes<br>with or disrupts the teacher/learning process |
|-----------------------------|---|

B.	Disorderly: Conduct:	Conduct or behavior which interferes with or disrupts the orderly process of the school environment or a school function
C.	Dress Code:	Non-conformity to established dress code
D.	Misconduct on Bus:	Conduct or behavior which interferes with the orderly, safe, and expeditious transportation of students or other authorized riders
E.	Tardiness:	Excessive late arrival to school or class
F.	Repeated: Misconduct:	Repeated behavior which includes one or more of the above offenses
G.	Other:	Other than offenses listed above

## **LEVEL II - DISCIPLINE RESPONSE CODE**

Intermediate acts of misconduct may include minor acts of misconduct previously identified.

It may also include repeated acts of misconduct and acts directed against persons or property but which do not seriously endanger the health or safety of others.

This misconduct must be reported to the school administrator or designee for disciplinary action.

The school administrator or designee will follow the procedure designated for minor violations in the investigation of circumstances and the assignment of the appropriate disciplinary action.

### **Level II:**

- ⇒ Parental contact
- ⇒ Behavior contract
- ⇒ Refer for counseling services
- ⇒ Corporal punishment
- ⇒ Suspension from school
- ⇒ In-school suspension
- ⇒ Alternative classroom assignment
- ⇒ Work detail
- ⇒ Detention
- ⇒ Confiscation of unauthorized materials
- ⇒ Suspension from bus (for bus-related misconduct)
- ⇒ School/classroom positive/negative reinforcement plan
- ⇒ Appropriate response from Level I
- ⇒ Warning of referral to Level III
- ⇒ Suspension from participation and attendance at extracurricular activities

### **Infractions**

A.	Push/Hit/Trip:	Minor physical conflict between two or more students; to another student(s)
B.	Gambling:	Any participation in games (or activities) of chance for money and/or other things of value
C.	Open Defiance:	Either verbal or non-verbal refusal to comply with school rules or directions from school staff. This includes the refusal to participate in classroom assignments or activities.
D.	Intimidation:	The verbal or physical threat to do harm or violence to another student(s) or to the property of another person
E.	Misconduct on the Bus:	Repeated or serious misconduct which interferes with the orderly, safe, and expeditious transportation of students or other authorized riders
F.	Unauthorized Assembly, Publication etc.:	Demonstrations and/or petitions by students or possession and/or distribution of unauthorized publications which interfere with the orderly process of the school environment or a school function
G.	Repeated Misconduct of Less Serious Nature:	Repeated misconduct which tends to disrupt an orderly school environment
H.	Cheating:	Willful or deliberate unauthorized use of work of another person for academic purposes, or inappropriate use of notes or other material in the completion of an academic assignment or test (In addition to disciplinary responses, the granting of credit for this assignment may be considered null and void.)
I.	Disrespect for Others:	Conduct or behavior which demeans, degrades, antagonizes, humiliates, or embarrasses a person or group of persons
J.	Failure to Report For Detention:	Failure to report for assigned discipline
K.	False and/or	Intentionally providing non-valid

	Misleading Information:	or misleading information, or the withholding of valid information, to a school system staff member
L.	Insubordination:	Refusal or failure to comply with a direction or an order from a school system staff member, failure to comply with State Law, School Board Policy, local school rules, behavior contracts, or classroom rules
M.	Profane, Obscene, Abusive Language/Materials:	The use of either oral or written or language, gestures, objects or pictures which are socially Unacceptable and which tend to disrupt the orderly school environment or school functions. Students are prohibited from possessing any written material (either printed or in their own handwriting) or other objects that are racially divisive or create ill will or hatred
N.	Unauthorized Absence from School or Class:	Violation of the State Attendance Laws
O.	Unauthorized Computer Use:	Violation of <i>School Board of Levy County Acceptable Use Guidelines</i> .
P.	Other Serious Misconduct:	Other than offenses listed above
Q.	Use of Cellular Phone / Electronic Phone Pager / Wireless Communication Device:	Any electronic device such as, but not limited to, cellular phones, tablets, text messaging devices, and digital cameras must be used in accordance with school and district policies concerning these devices. The use of any of these devices for malicious or criminal intent could move the discipline infraction to a Level III offense upon investigation of the infraction
R.	Minor Threats:/ Intimidation	Threat to do violence.

### LEVEL III - DISCIPLINE RESPONSE CODE

Major acts of misconduct shall include repeated acts of misconduct previously referred for administrative action, those acts with prior warning of referral to Level III Disciplinary Action, those acts that seriously disrupt the learning climate of the school, those acts which are emergency in nature which seriously endanger the health, safety, and property of others in the school, those acts which substantially damage or destroy school property and other acts criminal in nature.

Major acts of misconduct must be reported immediately to the school administrator or designee and may result in immediate removal of the student from the school.

The school administrator or designee shall quickly assess the situation. When an emergency exists, procedures for handling the emergency shall be put into effect immediately to reduce the state of emergency.

The school administrator or designee will follow the established investigative procedure and the assignment of the appropriate disciplinary action.

Any recommendation for expulsion shall be for at least a minimum of one semester, or 18 weeks. The Superintendent may recommend a student who has made adequate progress academically and behaviorally, return to their regular educational setting prior to serving a full semester (18 weeks), if it is determined to be in the best interest of the student and the school system, and the Board approves.

### **Level III:**

- ⇒ Parental contact (mandatory)
- ⇒ Assignment to special program/school
- ⇒ Behavior contract (written)
- ⇒ Suspension from bus
- ⇒ Suspension from school
- ⇒ Expulsion from school
- ⇒ Expulsion from bus (for bus-related misconduct)
- ⇒ Appropriate response from Levels I or II
- ⇒ Warning of referral to Level IV
- ⇒ Suspension from participation and attendance at extra-curricular activities
- ⇒ Placement in an alternate on-campus location on a temporary basis pending the final recommendation by a District Administrative Discipline Review Committee (DADRC).

### **Infractions**

#### **A. Alcohol/Drugs:**

The obvious use, under the influence of, or possession of alcoholic beverages, unauthorized drugs, drug paraphernalia, or any other substance capable of modifying mood or behavior. This includes any substance that is represented to be or imitate any illegal drug.

#### **B. Drugs:**

Possession of such substances beyond that which might be reasonably consumed/used by one

person in a short period of time may be considered a Level IV offense

- C. Assault/Battery  
(~~Fighting~~): Actual and/or intentional touching or striking **another against their** will (in severe cases, such actions may be the basis for expulsion)
- D. Breaking and Attempted Entering: The unlawful and willful entry or attempted forcible entry of any school system property or the personal property of students and school system personnel
- E. Destruction of Property / Vandalism/Graffiti: The willful or malicious destruction school system property or the property of others
- F. Extortion/Threats/ Bullying: The willful, malicious, or repeated threats of harm, injury, or violence to the person, property, or reputation of another either physically, verbally, or psychologically.

See policy on Bullying pages 27-38

- G. Firecrackers  
Fireworks: Unauthorized possession and/or igniting of fireworks or firecrackers on school system property or at a school function
- H. Gross Insubordination/  
Open Defiance: Willful refusal to submit to or comply with authority, exhibiting contempt or open resistance to a direct order
- I. Illegal Organizations: Belonging to or participating in fraternities, sororities, or secret societies associated with school as defined in Florida Statutes
- J. Smoking (and other use of tobacco products): The unauthorized possession, use, distribution, or sale of tobacco products in any form including synthetic tobacco or electronic nicotine delivery systems on school system property or at a school function

**(NOTE:** In accordance with F.S. 569.11, it is unlawful for anyone under age 18 to possess tobacco or

nicotine products. Penalties include up to a \$25 fine, community service, anti-tobacco education programs, and/or suspension, revocation, or withholding issuance of a driver's license.)

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|----|---|--|
| K. | Stealing:   | The taking of the property of another without the permission of the person   |
| L. | Trespassing:  | The act of a person who enters or remains on school system property after the administrator or designee has directed such person to leave  |
| M. | Possession of Contraband Material (other than alcohol, drugs, tobacco products, weapons, firearms): | <p>Possession, use and/or distribution of materials or items which are forbidden, including, but not limited to, TV's, MP3 players, video cameras, iPods, electronic gaming devices, laser lights, and/or stolen property (contraband may be confiscated and not returned to the student).</p> <p>(Mere possession of a small pocket knife may be considered under this heading if there has been no display of the knife nor has possession been coupled with threats or intimidation.)</p>   |
| N. | Repeated Misconduct of a More Serious Nature:   | Repeated misconduct which tends to substantially disrupt the orderly conduct of a school or a school function repeated misconduct as set forth in Level II of the Code   |
| O. | Gang Activity (Reference School Board Policy 5.30):   | <p>Indicators of gang activity include, but are not limited to the following:</p> <p>Unauthorized gathering of suspected gang members, wearing or possessing gang identification of any kind, wearing clothing or colors in a manner designed to show gang membership, displaying hand signals or other non-verbal signs for the purpose of showing gang membership, writing or displaying items showing gang insignias, distributing or possessing gang related literature or displaying physical characteristics or expressing</p> |

- |    |  |   |
|----|--|---|
|    |  | verbal comments, phrases or words reflecting gang membership  |
| P. | Obstruction of a Camera:   | Actual and/or intentional obstruction of the view of a camera on a bus and/or school grounds  |
| Q. | Other Serious Misconduct:  | Other than offenses listed above which substantially disrupt the orderly conduct of a school or school function (This may also include "Felony Suspension" — School Board Policy 5.10 (6) — and intentional false accusations against employees as provided by Florida Statute.)  |
| R. | Unauthorized use of cameras (digital, Video, cell phone, cameras, etc.): | The use of electronic imaging devices to capture pictures of teachers, staff, or students without permission. Students shall not post unauthorized videos or images on the internet which violate the Student Code of Conduct. Videos or images that are obscene or violent in nature may be considered a level IV offense. |

## **BULLYING, CYBER-BULLYING, AND CYBER-STALKING**

### **“Bullying”**

1. Statement Prohibiting Bullying and Harassment
  - A. It is the policy of the School Board of Levy County that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. The District will not tolerate bullying and harassment of any type. Conduct that constitutes bullying and harassment, as defined herein, is prohibited.
  - B. The District upholds that bullying or harassment of any student or school employee is prohibited
    1. During any education program or activity conducted by a public K-12 educational institution;
    2. During any school-related or school-sponsored program or activity;
    3. On a school bus of a public K-12 educational institution;
    4. Through the use of data or computer software that is accessed through a computer, computer system, or computer network of a public K- 12 education institution within the scope of the School



District, meaning regardless of ownership, any computer, computer system, computer network that is physically located on school property or at a school-related or school sponsored program or activity; or

5. Through the use of data or computer software that is accessed at a non-school-related location, activity, function, or program or through the use of technology or an electronic device that is not owned, leased, or used by the School District or a school, if the bullying substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by a school or substantially disrupts the education process or orderly operation of a school. School staff is not required to monitor any non-school-related activity, function, or program.

## 2. Definitions

- A. Accused is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events, on school buses, and at training facilities or training programs sponsored by the District who is reported to have committed an act of bullying, whether formally or informally, verbally or in writing, of bullying.

- B. Bullying includes cyber-bullying and means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees.

It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to

1. Teasing;
2. Social Exclusion;
3. Threat;
4. Intimidation;
5. Stalking;
6. Cyber Stalking;
7. Physical violence;
8. Theft;
9. Sexual, religious, or racial harassment;

10. Public humiliation; or
11. Destruction of property.

The term *bullying* shall include Cyber-bullying whether or not specifically stated.

- C. Complainant is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other person who formally or informally makes a report of bullying, orally or in writing.
- D. Cyber-bullying means bullying through the use of technology or any electronic communication, which includes but not limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages, or facsimile communications.

Cyber-bullying includes the creation of a webpage or weblog in which the creator assumes the identify of another person, or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

- E. Cyberstalking as defined in s. 784.048(1)(d), F.S., means to engage in course of conduct to communicate, or cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.
- F. Harassment means any threatening, insulting or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that
  1. Places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
  2. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
  3. Has the effect of substantially negatively impacting a student's or employee's emotional or mental well-being; or
  4. Has the effect of substantially disrupting the orderly operation of a school.
- G. Bullying and harassment also encompass

1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
  2. Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by
    - a. Incitement or coercion;
    - b. Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the District school system;
    - c. Acting in a manner that has an effect substantially similar to the effect of bullying or harassment.
- H. Cyber-stalking as defined in s. 784.048(1) (d), F.S., means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.
3. Behavior Standards
    - A. The Levy County School District expects students to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.
    - B. The District believes that standards for student behavior must be set cooperatively through interaction among the students, parents/legal guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for District and community property on the part of students, staff, and community members. Because students learn by example, school administrators, faculty, staff, and volunteers will demonstrate appropriate behavior; treat others with civility and respect, and refuse to tolerate bullying or harassment.
  4. Consequences
    - A. Committing an act of bullying or harassment
      1. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. The physical location

or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action.

2. Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the *Code of Student Conduct*.
3. Consequences and appropriate remedial action for a school employee, found to have committed an act of bullying or harassment, shall be determined in accordance with District policies, procedures, and agreements.

Additionally, egregious acts of harassment by certified educators may result in a sanction against an educator's state issued certificate.

4. Consequences and appropriate remedial action for a visitor or volunteer, found to have committed an act of bullying or harassment, shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

B. Wrongful and intentional accusation of an act of bullying or harassment

1. Consequences and appropriate remedial action for a student, found to have wrongfully and intentionally accused another as a means of bullying or harassment, range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the *Code of Student Conduct*.
2. Consequences and appropriate remedial action for a school employee, found to have wrongfully and intentionally accused another as a means of bullying or harassment, shall be determined in accordance with District policies, procedures, and agreements.
4. Consequences and appropriate remedial action for a visitor or volunteer, found to have wrongfully and intentionally accused another as a means of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

5. Reporting an Act of Bullying or Harassment

- A. At each school, the principal or the principal's designee shall be responsible for receiving complaints alleging violations of this policy.

- B. All school employees are required to report alleged violations of this policy to the principal or the principal's designee.
  - C. All other members of the school community, including students, parents/legal guardians, volunteers, and visitors are encouraged to report any act that may be a violation of this policy anonymously or in person to the principal or principal's designee.
  - D. The principal of each school in the District shall establish and prominently publicize to students, staff, volunteers, and parents/legal guardians, how a report of bullying or harassment may be filed either in person or anonymously and how this report will be acted upon.
  - E. The victim of bullying or harassment, anyone who witnessed the bullying or harassment, and anyone who has credible information that an act of bullying or harassment has taken place may file a report of bullying or harassment.
  - F. A school employee, school volunteer, student, parent/legal guardian or other person who promptly reports in good faith an act of bullying or harassment to the appropriate school official and who makes this report in compliance with the procedures set forth in the District policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident.
  - G. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments.
  - H. Any written or oral reporting of an act of bullying or harassment shall be considered an official means of reporting such act(s).
  - I. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.
6. Investigation of a Report of Bullying or Harassment
- A. The investigation of a reported act of bullying or harassment is deemed to be a school-related activity and shall begin with a report of such an act. Incidents that require a reasonable investigation when reported to appropriate school authorities shall include alleged incidents of bullying or harassment allegedly committed against a child while the child is en route to school aboard a school bus or at school bus stop.
  - B. The principal or designee shall select an individual(s), employed by the school and trained in investigative procedures, to initiate the investigation. The person may not be the accused perpetrator (harasser or bully) or victim.

- C. Documented interviews of the victim, alleged perpetrator, and witnesses shall be conducted privately, separately, and shall be confidential. Each individual (victim, alleged perpetrator, and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim be interviewed together.
  - D. The investigator shall collect and evaluate the facts including but not limited to
    - 1. Description of incident(s) including nature of the behavior;
    - 2. Context in which the alleged incident(s) occurred;
    - 3. How often the conduct occurred;
    - 4. Whether there were past incidents or past continuing patterns of behavior;
    - 5. The relationship between the parties involved;
    - 6. The characteristics of parties involved, *i.e.*, grade, age;
    - 7. The identity and number of individuals who participated in bullying or harassing behavior;
    - 8. Where the alleged incident(s) occurred;
    - 9. Whether the conduct adversely affected the student's education or educational environment;
    - 10. Whether the alleged victim felt or perceived an imbalance of power as a result of the reported incident; and
    - 11. The date, time, and method in which the parents/legal guardians of all parties involved were contacted.
  - E. Whether a particular action or incident constitutes a violation of this policy shall require a determination based on all the facts and surrounding circumstances and shall include
    - 1. Recommended remedial steps necessary to stop the bullying and/or harassing behavior; and
    - 2. A written final report to the principal.
  - F. The maximum of ten (10) school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps.
  - G. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or a report of bullying and/or harassment and the investigative procedures that follow.
7. Investigation to Determine Whether a Reported Act of Bullying or Harassment is Within the Scope of the District.

- A. The principal or designee will assign an individual(s) who is trained in investigative procedures to initiate an investigation of whether an act of bullying or harassment is within the scope of the School District.
  - B. The trained investigator(s) will provide a report on results of investigation with recommendations for the principal to make a determination if an act of bullying or harassment falls within the scope of the District.
    - 1. If it is within the scope of the District, a thorough investigation shall be conducted.
    - 2. If it is outside the scope of the District and determined a criminal act, the principal shall refer the incident(s) to appropriate law enforcement.
    - 3. If it is outside the scope of the District and determined not a criminal act, the principal or designee shall inform the parents/legal guardians of all students involved.
  - C. Computers without web-filtering software or computers with web-filtering software that is disabled shall be used when complaints of cyber-bullying are investigated.
8. Notification to Parents/Guardians of Incidents of Bullying or Harassment
- A. Immediate notification to the parents/legal guardians of a victim of bullying or harassment.
    - 1. The principal, or designee, shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident(s) has been initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).
    - 2. If the bullying or harassment incident results in the perpetrator being charged with a crime, the principal, or designee, shall by telephone or in writing by first class mail, inform the parents/legal guardian of the victim(s) involved in the bullying or harassment incident about the Unsafe School Choice Option (No Child Left Behind, Title IX, Part E, Subpart 2, Section 9532) that states “. . .a student who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school.”
  - B. Immediate notification to the parents/legal guardians of the perpetrator of an act bullying or harassment.
- The principal, or designee, shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or

harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident(s) has been initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

- C. Notification to local agencies where criminal charges may be pursued.  
Once the investigation has been completed and it has been determined that criminal charges may be pursued against the perpetrator, all appropriate local law enforcement agencies will be notified by telephone and/or in writing.

9. Referral of Victims and Perpetrators of Bullying or Harassment for Counseling  
When bullying or harassment is suspected or when a bullying or harassment incident is reported, counseling services shall be made available to the victim(s), perpetrator(s), and parents/guardians.

- A. The teacher or parent/legal guardian may request informal consultation with school staff, (specialty staff, *e.g.*, school counselor, school psychologist), to determine the severity of concern and appropriate steps to address the concern. The teacher may request that the involved student's parents or legal guardian are included.
- B. School personnel or the parent/legal guardian may refer a student to the school intervention team or equivalent school-based team with a problem solving focus for consideration of appropriate services.  
Parent or legal guardian involvement shall be required when the student is referred to the intervention team.
- C. If a formal discipline report or formal complaint is made, the principal or designee must refer the student(s) to the school intervention team for determination of counseling support and interventions. Parent or legal guardian involvement shall be required.
- D. A school-based component to address intervention and assistance shall be utilized by the intervention team. The intervention team may recommend
  - 1. Counseling and support to address the needs of the victims of bullying or harassment;
  - 2. Research-based counseling or interventions to address the behavior of the students who bully and harass others, *e.g.*, empathy training, anger management; and/or
  - 3. Research-based counseling or interventions which include assistance and support provided to parents/legal guardians, if deemed necessary or appropriate.

10. Reporting Incidents of Bullying and Harassment

- A. Incidents of bullying or harassment shall be reported in the school's report of data concerning school safety and discipline data required under s.



1006.09(6), F.S. The report shall include each incident of bullying or harassment and the resulting consequences, including discipline and referrals. Cyber bullying incidents shall be included within the bullying incidents category. The report shall also include, in a separate section, each reported incident of bullying or harassment that did not meet the criteria of a prohibited act under this section with recommendations regarding such incidents.

- B. The District will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data, which includes bullying or harassment as an incident code as well as bullying-related as a related element code.

1. SESIR Definitions

- a. Bullying – Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees that is severe or pervasive enough to create an intimidating, hostile, or offensive environment; or unreasonably interfere with the individual's school performance or participation.
  - b. Harassment – Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that 1) places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property, 2) has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or 3) has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such person and serves no legitimate purpose.
2. Bullying and/or harassment incidents shall be reported in SESIR with the bullying (BUL) or harassment (HAR) code. Unsubstantiated incidents of bullying or harassment shall be coded UBL or UHR.
3. If the bullying or harassment results in any of the following SESIR incidents, the incident will be coded appropriately using the relevant incident code and the bullying-related code. Such incidents are
- a. Alcohol
  - b. Arson
  - c. Battery
  - d. Breaking and Entering
  - e. Disruption on Campus
  - f. Drug Sale/Distribution Excluding Alcohol
  - g. Drug Sale/Possession Excluding Alcohol
  - h. Fighting

- i. Homicide
  - j. Kidnapping
  - k. Larceny/Theft
  - l. Robbery
  - m. Sexual Battery
  - n. Sexual Harassment
  - o. Sexual Offenses
  - p. Threat/Intimidation
  - q. Trespassing
  - r. Vandalism
  - s. Weapons Possession
  - t. Other Major (Other major incidents that do not fit within the other definitions)
- C. Discipline and referral data shall be recorded in Student Discipline/Referral Action Report and Automated Student Information System.
  - D. The District shall provide bullying incident, discipline, and referral data to the Florida Department of Education in the format requested, through Survey 5 from Education Information and Accountability Services, and at designated dates provided by the Department.
  - E. Data reporting on bullying, harassment, unsubstantiated bullying, unsubstantiated harassment, sexual harassment, and threat/intimidation incidents as well as any bullying-related incidents that have as a basis sex, race, or disability shall include the incident basis. Victims of these offenses shall also have the incident basis (sex, race, or disability) noted in their student records.
11. Instruction on Identifying, Preventing, and Responding to Bullying or Harassment
- A. The District shall ensure that schools sustain healthy, positive, and safe learning environments for all students. It is committed to maintain a social climate and social norms in all schools that prohibit bullying and harassment. This requires the efforts of everyone in the school environment – teachers; administrators; counselors; school nurses; other nonteaching staff such as bus drivers, custodians, cafeteria workers; school librarians; parents/legal guardians; and students.
  - B. Students, parents/legal guardians, teachers, school administrators, counseling staff, and school volunteers shall be given instruction at a minimum on an annual basis on the District's policy and regulations against bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment as well as how to effectively identify and respond to bullying or harassment in schools.
  - C. The District shall establish a list of programs that provide instruction to students, parents, teachers, school administrators, counseling staff, and

school volunteers on identifying, preventing, and responding to bullying and harassment including instruction or recognizing behaviors that lead to bullying and harassment and taking appropriate preventive action based on those observations. The list of authorized programs shall be available at each school, District offices, and on the District website.

12. Reporting to a Victim's Parents/Legal Guardians the Legal Actions Taken to Protect the Victim.

The principal or designee shall by telephone and/or in writing report the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident has been initiated. According to the level of infraction, parents/legal guardians will be notified by telephone and/or writing of actions being taken to protect the child; the frequency of notification will depend on the seriousness of the bullying or harassment incident.

Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

13. Publicizing the Policy

- A. At the beginning of each school year, the Superintendent or designee shall, in writing, inform school staff, parents/legal guardians, or other persons responsible for the welfare of a student of the District's student safety and violence prevention policy.
- B. Each District school shall provide notice to students and staff of this policy through appropriate references in the *Code of Student Conduct* and employee handbooks and through other reasonable means.
- C. The Superintendent shall also make all contractors contracting with the District aware of this policy.
- D. Each school principal shall develop an annual process for discussing the school district policy on bullying and harassment with students.
- E. Reminders of the policy and bullying prevention messages such as posters and signs will be displayed around each school and on the District school buses.

14. Review of Policy

The Superintendent and appropriate staff shall review this policy at a minimum every three (3) years. The review shall include input from parents, law enforcement, and other community members.

The Superintendent shall present the policy and any recommended changes to the School board for consideration.

## **LEVEL IV - DISCIPLINE RESPONSE CODE**

Major acts of misconduct are those of the most serious category. Any of these acts committed shall be sufficient grounds for expulsion, and shall result in a mandatory ten-day suspension with recommendation for expulsion for at least a minimum of one

semester, or 18 weeks except as noted below for students in the primary grades. The Superintendent may recommend a student who has made adequate progress academically and behaviorally, return to their regular educational setting prior to serving a full semester (18 weeks), if it is determined to be in the best interest of the student and the school system, and the Board approves.

Major acts of misconduct must be reported immediately to the school administrator or designee and may result in immediate removal of the student from the school.

The school administrator or designee shall quickly assess the situation. When an emergency exists, procedures for handling the emergency shall be put into effect immediately to reduce the state of emergency. The school administrator or designee will follow the established investigative procedure and the assignment of the appropriate disciplinary action.

For students in kindergarten through third grade, the disciplinary response procedure shall be parental contact, ten (10) days suspension from school, and a written behavior contract which shall serve as a period of probation for a minimum of one semester. The principal/designee may place a student in an alternate placement location on a temporary basis, in lieu of suspension, pending the final recommendation by a District Administrative Discipline Review Committee (DADRC). The DADRC meeting should be arranged within 24 hours of the offense, and held as soon as possible. In severe cases, the principal, or his/her designee, may elect to recommend expulsion immediately. In selecting this action, the principal, or his/her designee, shall consider the age, the prior discipline record, the seriousness of the behavior, the intent of the student, and if the health, safety, and welfare of other students and/or staff has been endangered.

A violation of the probation during this period shall cause the disciplinary response to be advanced to expulsion from school for a minimum of one semester.

#### **Level IV:**

- ⇒ Parental contact (mandatory)
- ⇒ Suspension from school with possible recommendation for expulsion
- ⇒ Probationary plan (available only for grades kindergarten through third grade)
- ⇒ Placement in an alternate on-campus location on a temporary basis pending the final recommendation by a District Administrative Discipline Review Committee (DADRC). In compliance with State Board Rule 6A-1.0404, Zero Tolerance for School Related Violent Crime, students found to have committed the following offenses on school property, school sponsored transportation, or during a school sponsored activity shall receive the most severe consequences provided for in this Code and School Board policy: homicide (murder, manslaughter); sexual battery; armed robbery; aggravated battery; battery or aggravated battery on a teacher or other school personnel; kidnapping or abduction; arson; possession, use or sale of any firearm; or possession, use or sale of any explosive device. Local law enforcement authorities shall be notified as soon as possible when one of the above

offenses is committed. This provision shall not be construed to remove the School Board's or Superintendent's, or his/her designee's, discretion in cases where mitigating circumstances may affect decisions on disciplinary action (reference School Board Policy 5.13)

⇒ Violent or disruptive students will be assigned to an alternative educational program or referred to mental health services identified by the school district. Any student who is determined to have brought a firearm or weapon to school or who is determined to have made a threat or false report, in addition to other existing actions, must be referred to mental health services identified by the school district [per s. 1012.584(4)] for evaluation or treatment.

### **Infractions**

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| A. Alcohol/Drugs:                               | The selling, transmission, or purchase of alcoholic beverages, drugs, drug paraphernalia, or any other substance capable of modifying mood or behavior or the selling, transmission or purchase of substances represented to be of said nature   |
| B. Arson:                                       | The willful and malicious burning of or attempt to burn or destroy school system property, contents in or on the property, or personal property of others  |
| C. Assault/Battery of Employees and Volunteers: | Actual reckless or intentional, touching, or striking, or threatening (verbal or physical) of a school system employee or a volunteer against his or her will  |
| D. Bomb Threats/ Explosions:                    | Any communication, or failure to divulge information one may possess, or participating in an activity which has the effect of threatening an explosion to do malicious, destructive, or bodily harm to school system property or at a school function, or the persons in or on that property or attending the function: preparing, possessing, or igniting explosives including unauthorized fireworks on school |

		property or at a school function
E.	False Fire Alarm:	The willful and/or malicious activation of a fire alarm system or the willful and/or malicious reporting of a false fire
F.	Inciting, Leading, or Participating in a Major Student Disorder:	The willful and/or malicious act of inciting, leading, or participating in any disruption or disturbance which interferes with the with the educational process, or which can result in damage or destruction to public or private property, or cause personal injury to participants and others
G.	Robbery:	The act or attempted act of taking of money, property, or possessions from another against his/her will through use of force, violence, or fear
H.	Sexual Offenses/ Rape:	Any willful and/or deliberate act committed with the intention of promoting sexual favors or furthering acts lewd or lascivious in nature, any unsolicited sexual proposal or offensive touching of another person, or any act of indecent exposure
I.	Weapons:	The possession, use, or control of any dangerous instrument (whether operable or inoperable, loaded, or unloaded) which could be used to cause harm, injury, or death to another person -- may include but not be limited to guns, knives, daggers, razors, clubs, explosives, metallic knuckles, slingshots, and other chemical weapons or devices. Any other item not so defined as a weapon may be treated as a weapon under this section if the item is used in the nature of a weapon to threaten or injure any other person. Such items may include, but not be limited to, a bat, pole, whip, or any other object capable of being used to cause an injury to another person.

“Look-a-like” or toys which resemble weapons including, but not limited to, paintball guns, water guns, dart guns, knives, daggers, and grenades shall be considered under this level if used or displayed as a weapon. Mere possession of a “look-a-like” or toy weapon may be considered a Level IV offense if the circumstances and/or age of the student warrants. (Weapons shall be confiscated and will not be returned to the student.)

**NOTICE:** Any student who is determined to have brought a firearm, as defined in Section 921 of Title 18 of the United States Code and School Board Policy 5.14 to school, any school function, or on any school sponsored transportation will be recommended for expulsion, with or without continuing educational services, from school for a period of not less than one (1) full year and referred for criminal prosecution. The Superintendent, or his/her designee, may consider the one (1) year expulsion requirement on a case by case basis and request the School Board to modify the requirement if it is determined to be in the best interest of the student and the school system.

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| J. | Any Act Which Substantially Disrupts the Orderly Conduct of a School or a School Function: | Behavior not specifically described above which substantially disrupts the orderly learning environment or poses a threat to the health, safety, and/or welfare of students, staff, or others  |
| K. | Repeated Misconduct of a More Serious Nature:  | Repeated misconduct which tends to substantially disrupt the orderly conduct of a school or a school function; repeated misconduct as set forth in Level III of this Code (Recommendations for expulsion relative to repeated misconduct must be based on documented referrals.) |

**NOTE:** No student shall be suspended for unexcused tardiness, lateness, absence, or truancy.

## **REPORTS TO LAW ENFORCEMENT AGENCIES**

The School Board views disruptive and criminal acts, and those which may affect the health, safety, and welfare of those on a school campus, as extremely serious in nature.

In addition to disciplinary action administered at the school level, certain acts may be reported to the appropriate Law Enforcement Agency.

These may include, but are not limited to:

- ⇒ Arson
- ⇒ Assaults other than minor fighting
- ⇒ Bombs and other explosive agents other than minor fireworks
- ⇒ Breaking and entering
- ⇒ Disturbances which substantially disrupt school
- ⇒ Fire alarms or calls
- ⇒ Distribution of drugs and alcohol products
- ⇒ Possession/use/distribution of weapons
- ⇒ Property damage of a substantial nature
- ⇒ Robbery
- ⇒ Sexual offenses endangering the health, safety, or welfare of others
- ⇒ Theft of items of a substantial nature
- ⇒ Trespassing after warning
- ⇒ Vandalism other than of a minor nature
- ⇒ Possession of substantial quantities of drugs/alcohol

### **PARENTAL NOTIFICATION**

Reasonable efforts shall be made by the school administration to notify parents at any time their child has been the victim of misbehavior which results in their child's injury or potential injury.

### **SCHOOL LOCKER/INDIVIDUAL SEARCH**

The School Board reserves the right to inspect a student's school locker in order to protect the health, safety, and welfare of the students. Lockers are the property of the school system and each student who desires to exercise the privilege of using a school locker must sign a form, if requested, acknowledging that the locker is school property and may be opened by school authorities at any time without notice or consent and without the student's knowledge or presence. Routine locker clean-ups shall not be considered a search.

This authority also extends to the Bus Stop and School Parking Lot. If a principal, or his/her designee, has reasonable cause to believe that a student is in possession of contraband, he/she shall request the student submit to a search of his or her person or his or her belongings in accordance with School Board Policy 5.09 -- Pupil Detention, Search, and Seizure. If the student refuses, the principal, or his/her designee, may call the appropriate law enforcement agency and/or the student's parents. Strip searches of students by school staff are prohibited.

### **FORMAL DISCIPLINARY ACTION: DEFINITIONS**

To assist in understanding terms used in regard to discipline in this Code, this section of the Code of Student Conduct and Student Rights and Responsibilities provides specific definitions of major terms utilized in the Disciplinary Responses to misconduct.



- A. **Behavior Contract:** A written contract developed between the student and a teacher, the principal, and/or other school personnel. Parental involvement is highly recommended.
- B. **Confiscation of Unauthorized Materials/Contraband:** Students who bring to the school campus or to a school function materials or items which are prohibitive or which are contraband may have the item or items confiscated. Once confiscated, the return of such items shall be at the discretion of the school.
- C. **Corporal Punishment:** Corporal punishment is the moderate use of physical force or physical contact in the form of paddling by a principal, or his/her designee, as may be necessary to maintain discipline or to enforce school rules.

Reasonable force used by a teacher, principal, or assistant principal as may be necessary to protect themselves or others from a disruptive student or reasonable restraint necessary to protect an individual or property are permissible and are not considered punishment. The use of corporal punishment shall be in compliance with Florida Statutes.

- D. **Counsel and Direction:** Students involved in misconduct may be given counsel and direction in a conference with the staff or administration; the misconduct is discussed and future expectations outlined.
- E. **Detention:** Students can be detained before, or after school hours for misconduct with approval of the principal, or his/her designee. Parents or guardians are to be notified that the student will be detained. Responsibility of transportation is that of the student and/or the parent or guardian.
- F. **Expulsion:** Expulsion is defined as the removal of the right and obligation of a student to attend a public school in Levy County for a period of time and under conditions set by the School Board not to exceed the remainder of the term or school year and one additional school year of attendance. The School Board of Levy County has the sole right to expel a student from school upon recommendation of the Superintendent, or his/her designee.
- G. **Students with Disabilities:** Disabled students are subject to the same disciplinary action as non-disabled students so long as the disciplinary action does not violate Free and Appropriate Education (FAPE) as a complete cessation of educational services, which is prohibited by law.

A disabled student may be expelled for reasons set forth in this Code provided that the student is afforded the procedural safeguards set forth in the Code and that it is determined by professionals with expertise to make such a decision that the student's offense is not related to his/her specific disability.

In instances where such a student presents an unreasonable hazard to the health, safety, and welfare of others, he/she may be removed from the normal school setting or current assignment until appropriate procedures are followed provided that this does not result in a complete cessation of educational services.

- H. **In-School Suspension:** Students may be removed from a class or classes and

assigned to other activities on the school campus. Other activities may include supervised work details.

- I. **Parent Conferences/Contact:** In cases of student misconduct, a conference between school personnel and the parent or guardian may be held to discuss student behavior. During this conference, future plans, alternative educational opportunities, or behavior contracts may be determined.
- J. **Payment for Damages:** Students destroying school property or property of others may be assessed for payment of damages and their parents may be held responsible to assure payment.
- K. **Post-Expulsion Plan:** A written contract or plan to be developed for each student expelled by the School Board from attending school. The development of such a plan is a school-level function to be developed when the student returns from expulsion.
- L. **Probation Contract:** In kindergarten through grade three, a student who commits a Level IV offense may, at the option of the principal, or his/her designee, be placed on a probationary contract in lieu of expulsion. Such a contract will spell out the expectations of the student and must include parental involvement and cooperation.  
  
Violation of such a contract may result in an immediate recommendation for expulsion minimum of one semester.
- M. **School/Classroom Positive/Negative Reinforcement Plans:** Individual schools and/or teachers may develop structured discipline plans to encourage appropriate behaviors.
- N. **Special Programs - Alternative Classrooms:** Students may be assigned to special programs on the school campus or at special centers to assist in correcting student misbehavior and disruptive behavior.
- O. **Special Work Assignments:** The assignment of a reasonable task to be completed by a student is permissible. Such a work assignment should not be to complete additional academic work.
- P. **Suspension:** Suspension is the temporary removal of the student from the regular school program not to exceed ten (10) school days on any one act of misconduct. A Manifestation Determination meeting must be held for an Exceptional Education Student who is suspended from school for more than ten (10) days to determine if the student's disability and a specific behavior is a manifestation of the student's disability that may result in disciplinary action. The disciplinary action shall not result in cessation of educational services.  
  
The District is responsible for providing educational services in accordance with the Individual Education Plan (IEP). A Manifestation Determination Meeting must be held for a student with a Section 504 Plan who is suspended for more than ten(10) days to determine if the student's disability that may result in disciplinary action as a non-disabled student if the student's behavior is not a manifestation of his or her qualifying disability.
- Q. **Suspension/Expulsion From Bus Riding Privileges:** Students may be

suspended from bus riding privileges for misconduct on the school bus for up to ten (10) school days. The School Board may expel a student from bus transportation for longer periods of time. A student suspended from bus riding privileges continues with the responsibility to attend school. The responsibility for transportation to and from school for the duration of the suspension now becomes the responsibility of the student or the student's parents.

- R. **Verbal Correction/Reprimand:** Any member of the school staff may verbally correct a student for misconduct in the classroom, hallways, on the school grounds, going to and from school, or at a scheduled school function.
- S. **Work Details:** Students may be required to serve on work details at the school for misconduct. Each work detail shall not endanger the health or safety of a student.
- T. **Withdrawal of Privileges:** The temporary withdrawal of privileges which do not impact the health and safety of students nor impair the development of the basic academic program for the student.

## **PROCEDURES RELATING TO DISCIPLINARY ACTION**

In order to protect student rights, certain procedures are followed with regard to major disciplinary actions. These procedures are developed as suggested or required by law or regulation. School/classroom procedures for administering discipline in areas not covered by these specific procedures are encouraged.

## **DUE PROCESS FOR CORPORAL PUNISHMENT**

Procedures to be used in administering corporal punishment shall include:

1. Corporal punishment shall be no more than three (3) licks and shall be administered to a student no more than once a day.
2. The student must be informed about the reason(s) for corporal punishment and given an opportunity to explain reasons why discipline should not be given or that form of discipline is inappropriate.
3. An adult witness must be present when corporal punishment is administered. The student must be present when the adult witness is informed of the reason for corporal punishment.
4. A student or the student's parent, upon request, must be given a written explanation of the need for the punishment and the name of the adult witness who was present.

## **DUE PROCESS PROCEDURES FOR SUSPENSION FROM TRANSPORTATION PRIVILEGES**

The following due process procedures will be afforded the student when a suspension from transportation privileges is being considered.

- Step 1:** Principal, or his/her designee, shall inform the student as to the reason(s) for consideration of suspension from transportation privileges for a period of one to ten days.
- Step 2:** Principal, or his/her designee, shall inform the student as to the kinds and sources of evidence against him/her.
- Step 3:** Principal, or his/her designee, shall provide the student the opportunity to present his/her side of the story (either verbal or written), or to present his/her witnesses.
- Step 4:** Principal, or his/her designee, reports each suspension from transportation privileges in writing to the parent/guardian of the student and to the Superintendent, or his/her designee.  
This report shall be made within twenty-four (24) hours of the start of the suspension or during the next regular work day.

The principal, or his/her designee, shall make a reasonable effort to notify the parent/guardian prior to the start of the suspension. Failure to make contact with the parent/guardian shall not delay the start of the suspension from transportation privileges. Once the suspension assignment has been imposed, continuation of due process procedures follows.

- Step 5:** The parent/guardian may request a conference to discuss the reasons for the suspension of transportation privileges with the principal, or his/her designee, within three (3) school days of the first notification received by the parent. The principal, or his/her designee, may sustain or alter the suspension assignment if, in the best interest of the student and the school, the parent/guardian agrees to alternative measures or agrees to assist the school in redirecting the student's unacceptable behavior.

## **DUE PROCESS PROCEDURES FOR EXPULSION FROM TRANSPORTATION PRIVILEGES**

The principal, or his/her designee, shall impose a ten (10) day suspension from transportation privileges. After a review of the student's disciplinary record and/or following School Board mandated policies, the principal, or his/her designee, shall submit a recommendation for expulsion of transportation privileges to the Superintendent, or his/her designee.

The principal, or his/her designee, shall notify the student and the parent/guardian of this decision in writing during the ten (10) day suspension from transportation privileges.

Any student who is suspended from transportation fifteen (15) days or more per semester or twenty (20) days or more per school year shall be recommended by the principal/designee, to the Superintendent, or his/her designee for consideration of expulsion of transportation privileges. Any student enrolling in a Levy County school

from another school district, private school, or state, shall be held to the provisions of this policy. This shall include any days they may have been suspended from transportation privileges during that school year at any previous school.

## **DUE PROCESS PROCEDURES FOR SUSPENSIONS**

A student accused of serious misconduct which, in the opinion of the principal or his/her designated representative, would require suspension from school shall be afforded the following due process procedures. In emergency situations, these procedures may be modified so long as reasonable efforts are made to provide substantially similar opportunities for due process.

Any student under suspension is excluded from all Levy County campuses and activities; including buses.

- Step 1:** The student must be told by the principal or his/her designee, of the reason(s) for consideration of suspension or expulsion.
- Step 2:** The student must be given the opportunity to present his/her side of the matter either verbally or in writing and must have the opportunity to present witnesses to the incident.
- Step 3:** The principal, or his/her designee, shall make a determination as to whether or not the student is guilty of the misconduct and, if so, what the terms of the punishment will be. The student shall be informed of the determination. If the determination is to impose suspension, the notice of suspension shall be in writing.
- Step 4:** The principal, or his/her designee, shall report each suspension in writing to the student's parent or guardian and to the Superintendent, or his/her designee. This report shall be mailed or delivery initiated within 24 hours of the start of the suspension or on the next regular workday. Reasonable efforts shall be made to contact the parent or guardian prior to the start of the suspension. If the parent or guardian cannot be reached prior to the start of the suspension, the principal, or his/her designee, may determine that the suspension will start without the prior contact with the parent or guardian, but continued reasonable efforts to contact the parent or guardian shall be made.
- Step 5:** The student and parent have a right to a conference with the principal, or his/her designee, upon request of the parent to appeal the discipline imposed. All such requests must be made within three (3) school days of the first notification of suspension that the parent receives.  
The principal, or his/her designee, shall have the discretion to reduce or cancel the suspension if it is felt that it would be in the best interest of the student and school to do so.

## **STUDENT ENROLLMENT / DECLARATION**

In accordance with Florida Statutes 232.025, the student/parent must provide the school with notice of any previous school expulsions, any arrest resulting in a charge, and any

juvenile justice action the student has incurred.

**DUE PROCESS PROCEDURES  
FOR EXPULSION  
(School Board Policy 5.11)**

1. The principal/designee, may suspend a student from school for a period not to exceed ten (10) days with a recommendation that he/she be dismissed from school. Wherever possible, or if conditions permit, the principal/designee, shall hear the student's defense or explanation of his/her conduct and shall explain to the student his/her reasons for suspension with a recommendation of expulsion. Wherever possible, a hearing shall be given the minor student and his/her parents or guardian, or to the adult student, prior to the effective date of the suspension.
2. Where the presence of a disruptive student interferes with the orderly discharge of normal school functions, such student shall be suspended forthwith, and the parents or guardian of the minor student, or the adult student, notified as provided herein with an offer of a conference subsequent to the effective date of the suspension. In any case, the principal/ designee, shall conduct an investigation into the charges and shall obtain written and signed statements from any witness immediately after the incident.  
The principal/designee may place a student in an alternate placement location on a temporary basis, in lieu of suspension, pending the final recommendation by a District Administrative Discipline Review Committee (DARDC). The DARDC meeting should be arranged within 24 hours of the offense, and held as soon as possible. This option should not be used for students who the principal/designee is recommending for expulsion.
3. Any student who is suspended, out of school, fifteen (15) days or more per semester or twenty (20) days or more per school year shall be recommended by the principal/designee, to the District Administrative Discipline Review Committee (DADRC) for consideration of expulsion. Any student enrolling in a Levy County school from another school district, private school, or state, shall be held to the provisions of this policy. This shall include any days they may have been suspended, out of school, during that school year at any previous school. Alternative placement may be recommended by the DADRC Committee. The Board shall be notified of any recommendations for alternate placement or expulsion.
4. When a principal/designee has suspended a pupil, out of school, and/or recommended alternate placement or expulsion to the Superintendent/designee, the principal/designee, shall follow all procedures set forth in School Board Policy 5.10 for a Pupil Suspension, and shall notify the student and his/her parents or guardians in the suspension letter that the pupil is also being recommended to the Superintendent/designee, for alternative placement or expulsion. If the Superintendent/designee, upon receiving the recommendation of the principal/designee, shall concur that a recommendation of alternative placement or expulsion is warranted, the Superintendent/designee, shall notify the student and the student's parents or guardians in writing of the decision to recommend alternative placement or expulsion and shall further inform the student and the student's parents or guardians notice of an opportunity to appear at a DADRC hearing or a regular or

special meeting of the Board for expulsion hearings, said notice to contain the following:

- A. A narrative summary of the factual, legal, and policy grounds for the recommendation of expulsion, including specific reference to the appropriate section of the Code of Student Conduct;
- B. An explanation of the right of the student or his/her representative to present to the School Board of Levy County written or oral evidence in opposition to the expulsion, or a written statement challenging the grounds upon which the Superintendent/designee, has recommended expulsion;
- C. The date and time that the School Board will consider the expulsion recommendation of the Superintendent/designee;
- D. The right of the student or his/her representative to request a hearing before the School Board pursuant to Florida Statutes 120.57(2), including a form to request such a hearing;
- E. The responsibility of this student or his/her representative to request a hearing in writing at least five (5) working days prior to the date that the School Board is scheduled to consider the recommendation for expulsion, and an explanation that failure to provide five (5) days written notice of the intention to seek a hearing may necessitate a continuance of the hearing and a continuation of the period of suspension for the student;
- F. The right of the student or his/her representative to have counsel present at any hearing on the issue of expulsion;
- G. The right of the student and his/her representative to seek and obtain a continuance to allow for reasonable time to prepare for a hearing, provided that such request for a continuance shall be made at least three (3) working days prior to the scheduled hearing, and shall require an extension of the suspension of the student until the next Board meeting;
- H. The fact that, if necessary, the Superintendent/designee, has extended the out-of-school suspension of the student beyond the normal ten (10) days to allow for the expulsion hearing before the School Board, and the date that the suspension will terminate absent Board action or a continuance in the hearing;
- I. The right of the student, parents, or guardians to waive consideration of all facts by the School Board and to stipulate the entry of an Order of the School Board imposing an expulsion for the remainder of the school year or, if appropriate, the remainder of the school year and up to but not exceeding the following school year, which recommended time of expulsion shall be specified in such Waiver and Stipulation, a copy of which will be included with the letter; and
- J. The right to receive a written explanation of the action taken by the School Board of Levy County, including its reasons for taking such action, within seven (7) days consideration by the Board or a hearing, if one is requested and held.
- K. Students may not come on any Levy County campus nor enter any activity, including extracurricular activities, during this expulsion or alternative

placement.

1. If a hearing is requested, the School Board of Levy County may provide for an independent and unbiased attorney to act as Master to conduct the hearing and make rulings on points of law and order, if the Board feels that such a Master is required or reasonable.
  2. The Superintendent/designee or his/her designee or counsel shall present his/her case, and the student, and his/her representatives shall present their case, having the right to question each witness of the Superintendent/designee. The Superintendent/designee shall then present any rebuttal evidence, if required, to be followed by the student or the student's representatives.
  3. The School Board will be advised during the hearing by the School Board Attorney. Individual Board members may present questions to any witness.
  4. The School Board shall provide a written notice to the student and his/her representatives of its decision within seven (7) days of consideration of the recommendation for expulsion, or of any hearing on expulsion requested by the student and his/her representatives, which written notice shall be signed by the Chairman or the Secretary of the Board or Designee of the Secretary.
  5. All expulsion hearings shall be held in Executive Session of the School Board unless privacy is specifically waived by the student and his/her parents or guardians.
  6. The School Board shall have the authority as the receiving school district to honor the final order of expulsion of a student by another school board in accordance with the following procedures:
    - a. final order of expulsion shall be recorded in the records of the school district.
    - b. The expelled student applying for admission to the school district shall be advised of the final order of expulsion.
    - c. The Superintendent/designee of schools may recommend to the School Board that the final order of expulsion be waived and the student be admitted to the school district, or that the final order of expulsion be honored and the student not be admitted to the school district. If the student is admitted by the School Board, with or without the recommendation of the Superintendent/designee, the student may be placed in an appropriate educational program at the direction of the School Board. This may include placement in an alternative placement setting.
- L. If a student withdraws from the district after a recommendation for expulsion has been made by the principal/designee, the Superintendent/designee may continue the process of expulsion.
- M. A Manifestation Determination meeting must be held for an Exceptional



Education Student who is suspended from school for more than ten (10) days to determine if the student's disability and a specific behavior is a manifestation of the student's disability that may result in disciplinary action. The disciplinary action shall not result in cessation of educational services. The District is responsible for providing educational services in accordance with the Individual Education Plan (IEP). A Manifestation Determination Meeting must be held for a student with a Section 504 Plan who is suspended for more than ten (10) days to determine if the student's disability and a specific behavior is a manifestation of the student's disability that may result in disciplinary action. A Section 504 disabled student ~~are~~ **is** subject to the same disciplinary action as a non-disabled student if the student's behavior is not a manifestation of his or her qualifying disability.

**N. Threat Assessment Teams**

Each Levy County school shall establish a threat assessment team. The duties of these teams shall include the coordination of resources for the assessment and intervention with individuals whose behavior poses a threat to the safety of school staff or students.

1. These teams shall include persons with expertise in counseling, instruction, school administration, and law enforcement. ~~The threat assessment team must include persons with expertise in counseling (e.g., a school counselor, a school psychologist and/or school social worker), teacher of the student.~~
2. Upon a preliminary determination that a student poses a threat of violence or physical harm to himself or herself or others, a threat assessment team shall immediately report its determination to the superintendent or his or her designee. The superintendent or his or her designee shall immediately attempt to notify the student's parent or legal guardian. Nothing in this subsection shall preclude school district personnel from acting immediately to address an imminent threat.
3. If an immediate mental health or substance abuse crisis is suspected, school personnel shall follow policies established by the threat assessment team to engage behavioral health crisis resources. Behavioral health crisis resources, including, but not limited to, mobile crisis teams and school resource officers trained in crisis intervention, shall provide emergency intervention and assessment, make recommendations, and refer the student for appropriate services. Onsite school personnel shall report all such situations and actions taken to the threat assessment team, which shall contact the other agencies involved with the student and any known service providers to share information and coordinate any necessary follow-up actions.
4. A threat assessment team should consult with law enforcement when a student exhibits a pattern of behavior, or when the severity of an act poses a threat to school safety. If a student commits more than one misdemeanor,

the threat assessment team should consult with law enforcement to determine if the act should be reported. The threat assessment team shall make a recommendation to the Superintendent in regards to school discipline, which may include suspension, placement in an alternative setting, expulsion, or referral to mental health services.

**O. Mental Health Services Flowchart**

1. Classroom Teacher has concerns about a Student's Behavior (The concerns can be Academic or Behavior)
2. The Classroom Teacher shall ~~to~~ address the behavior using evidence-based classroom interventions.
3. If the classroom intervention(s) are successful, the Teacher will continue to implement it until it is no longer needed.
4. If the informal classroom interventions are not successful and the student's behavior escalates or remains the same, the Classroom Teacher will make a formal School Referral to the School Counselor.
5. Upon receipt of the School Referral, the School Counselor will arrange a meeting with the Teacher, and appropriate school personnel (i.e., Problem Solving team) to discuss the student's behavior and lack of progress.
6. At this meeting, additional interventions can be implemented that are school based, make a referral to the District Behavior Specialist, obtain written consent from the parent to conduct a Functional Behavior Assessment and develop a Positive Behavior Intervention Plan, or a recommendation can be made for mental health or community services.
7. If the school Counselor receives or has knowledge that the student is currently receiving services from a community agency, the School Counselor will ask the parents/guardian to sign a consent and release of information form so information about the student's counseling goals, progress, and need for additional school support can be discussed with the practitioner. Timelines for periodic review and sharing of information shall be scheduled.
8. If the student is returning from a community program (i.e. rehabilitation center, hospital, Baker Acted/SCU, DJJ/Detention, jail, involvement with DCF because the student was removed from the home due to a traumatic event), when aware, the School Counselor will arrange a team meeting of appropriate school personnel with a representative from the involved community agency, and the parents/guardian to discuss the student's return to school and the services/support that are needed to help the student successfully transition back to school.
9. If the referral is made for school based Mental Health Services, the School Counselor will complete the formal Mental Health Referral Form and submit to the mental health practitioner. Upon receipt of the referral by the mental health practitioner, the School Counselor will be contacted to

arrange a team meeting with the appropriate school personnel and mental health practitioner to discuss the student's behavior, interventions implemented, the student's lack of progress and the need for more intensive services.

10. The mental health practitioner will conduct screenings and assessments to determine the need(s) of the student and based on the data/results will make recommendations for further services and/or implement a mental health intervention.
11. If it is determined from the screening and assessment data that mental health services are not needed, the mental health practitioner will make recommendations based on the screening and assessment data; and will conduct follow-up and monitoring to ensure that the recommendations are implemented and the student's behavior is improving.
12. If it is determined from the screening and assessment data that mental health services are needed, the mental health practitioner will establish goals and timelines for follow-up, monitoring, and evaluation of the student's progress; as well as discuss with the School Counselor and team members timelines for the team to reconvene to discuss the student's behavior, progress, lack of progress, or the need for a more therapeutic treatment plan and community services.
13. If the mental health interventions are successful, the intervention will be continued until services are no longer needed. Periodic monitoring will be provided to ensure the student is maintaining emotional stability/appropriate behavior.
14. When a more therapeutic treatment plan or additional community services are needed the School Counselor will be contacted to arrange a team meeting with appropriate personnel to discuss the student's needs and make appropriate referral(s) for the needed services (i.e., medical, DCF, parent/family assistance etc.).

## **DUE PROCESS PROCEDURES FOR SUSPENSION OF DISABLED STUDENTS**

~~Any student eligible under *Levy County Special Programs and Procedures for Exceptional Students*, who commits an offense which may be grounds for suspension, the IEP team will meet and determine placement.~~

### **A. Suspension**

1. School personnel may remove a student with a disability who violates the code of conduct from the current placement for not more than 10 days.
2. After 10 days of Out of School suspension, a Manifestation Determination Meeting is required and all subsequent removals require additional manifestation determination meetings. Procedural Safeguards are

provided to parents/guardian consistent with State Board Rule 6A-6.03311. The disciplinary action shall not result in cessation of educational services.

3. The IEP team reviews the incident(s) subject to discipline, IEP and all relative data (FBA, PBIP, formal evaluations, observations, parent/student input, medical records, discipline records, etc). 34 CFR 300.530 (e)
4. The IEP team determines if the conduct in question was the result of the district's failure to implement the IEP or if the behavior was caused by or has a direct and substantial relationship to the student's disability.
5. If the behavior is a manifestation of the student's disability then the IEP team must conduct a FBA/PBIP or Review and modify PBIP and return student to previous placement. A change of placement can occur if the parent and district (school) agree.
6. If the behavior is not a manifestation, IEP team may determine educational placement as the student may be treated as a student without a disability if the IEP team determines there is not a relationship between the misconduct and the disability. The student must be provided FAPE if removed for more than 10 cumulative days in a school year. Educational services may be provided in an alternative setting, to enable the child to participate in the general education curriculum and progress toward IEP goals. 34 CFR 300.530(d)(i).
7. The disciplinary action shall not result in cessation of educational services.
8. In order to protect the rights of students and parents, the principal, or his/her designee, shall follow the procedures for suspension as contained in School Board Policy 5.10.

## **PUBLIC NOTICE STUDENT RECORDS MAINTAINED BY THE LEVY COUNTY PUBLIC SCHOOLS**

The Levy County Public Schools maintain educational records in accordance with state and federal laws. Copies of Levy County Public Schools Student records are available for public use during school hours at each school between 8:00 a.m. and 3:30 p.m., Monday through Friday.

Parents, legal guardians, or eligible students (18 years or older) have the **right to review** records on their child, the **right to a copy** of the record, the **right to challenge** information contained in the record, the **right to a hearing** if the school disagrees to change or destroy information when challenged, and the **right to waive access** to letters or statements of recommendations or evaluations. A parent who wishes to review, to challenge, or to get a copy of the record should make an appointment with the principal, or his/her designee, or school counselor. All such requests will be honored by school

officials as soon as possible but no later than forty-five (45) days after the request is made.

Natural parents have access to student records regardless of whether or not they have legal custody of the child. The school will release record information to natural parents upon written request, signed by the natural parent, unless the school has a copy of a court order to the contrary on file.

You have a right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-4605

### **DIRECTORY INFORMATION (1002.22, F.S)**

The Levy County Public Schools reserve the right to release the following "directory information" without prior permission of the parent unless the parent has notified the principal, or his/her designee, in writing within thirty (30) calendar days of the distribution of the Code of Student Conduct.

Failure to advise the student's principal shall be deemed a waiver of any right to preclude release of such directory information pursuant to Florida Statutes or federal laws. Lists of students will not be released without Superintendent, or his/her designee, approval.

**Directory Information:** Entities or organizations that require directory information include but are not limited to, Higher Education, Military, Newspapers and/or other media. Directory information includes student's name, address, telephone number, date and place of birth, participation in school sponsored activities and sports, weight and height of members of athletic teams, dates of attendance, graduation date, and awards received. Directory information is often used within the district for yearbooks, school or district websites, and sports rosters / programs.

Personal identifiable information can be disclosed, transferred, or released without prior consent of the parent of a student or the eligible student in connection with enrollment in another school, application for financial aid, research, a state statute, and an accrediting organization.

Personal identifiable information will be released without parent consent to appropriate officials in emergency situations, and in order to comply with a lawfully issued subpoena, and in cases involving compulsory school attendance and child abuse.

### **PRIVACY AND CONFIDENTIALITY**

The Levy County School Board takes seriously our role in protecting the privacy and confidentiality of our employees and students. We comply with federal and state laws and meet the required standards for securing that information.

As provided in Section 119.071 (5) (a) 3, Florida Statutes, the Levy County School Board hereby makes the following disclosure. We request access to student social security numbers to be used for student identification.

The Levy County School Board, the Florida Department of Education, and the Federal government request student's social security number to assist in tracking students who transfer across county lines, for awarding scholarships, the processing of free/reduced lunch applications and for the school health service programs.

The School Board does not release or disclose social security numbers to other parties except as allowed under state and federal law in performance of official school board business.

This notice is provided with the expectation that you will inform any non-minor individuals whose social security numbers are being collected by the district for the above uses.

Student social security numbers are voluntary. The Federal Privacy Act of 1974 (5 U.S.C.552 a) does not allow any Federal, State or local government agency to deny to any individual any right, benefit, or privilege provided by law because of such individual's refusal to disclose his social security number.

### **IMPORTANT NOTICE**

Levy County School Board Policy 5.11 provides for the expulsion from school of any student who has been suspended from school 15 days in one semester or 20 days in one school year.

Included in that policy are provisions relating to students entering a Levy County school after the school year has begun? . For your information that language is included to read:

**Any student enrolling in a Levy County School from another school district, private school, or state shall be held to the provisions of this policy. This shall include any days they may have been suspended during that school year at any previous school. Alternative placement may be recommended by the Board.**

Upon receipt of discipline information from schools a student has attended this year, a determination will be made by the school administration in accordance with this policy. If it is determined a student is in violation of this policy, a recommendation of expulsion will be made.

If you have any questions concerning this policy or if you would like a copy of School Board Policy 5.11 in its entirety, please request to see the school administration.

**The School Board of Levy County forbids sexual harassment, harassment, and discrimination in any form on the basis of race, color, sex, religion, age, disability, or national origin whether by an administrator, teacher, any other adult, or any student on school property or at any school related activity in accordance with School Board Policy 6.38 — Child Abuse Reporting and Prohibition of Sexual Harassment by Employees and School Board Policy 6.39 — Discrimination.**

**NOTE:** At the beginning of the school year, the Code of Student Conduct and Student Rights and Responsibilities will be read, discussed, and explained to students at their

appropriate level of understanding regarding age and any exceptionality that may exist. In addition, each parent will be provided with a copy of the Code of Student Conduct and Student Rights and Responsibilities, by distribution to students, as well as any member of organizations that represent school support such as the School Advisory Committee, PTO, etc.

Florida Statutes 1001.42 (1)-(4); 1012.22 (5); 1006.7 (6); 1006.28 (7); 1006.21 (8); 1001.42 (9)-(20), (22)

## LEVY COUNTY SCHOOLS AND ADDRESSES

**School Office Hours:** 8:00 a.m. - 4:00 p.m.

**Teacher Hours:** 8:00 a.m. - 3:30 p.m.

**SCHOOL BOARD OF LEVY COUNTY**  
**480 Marshburn Drive**  
**Bronson, FL 32621**

**Phone: (352) 486-5231**  
**FAX: (352) 486-5237**

<u>School</u>		<u>Grade Level</u>		<u>Phone/Fax</u>	<u>SCHOOL #</u>	<u>HOURS</u>
<b>BRONSON ELEMENTARY SCHOOL,</b> 400 Ishie Avenue Bronson, FL 32621	Cheryl Beauchamp, Principal <del>Holly Willis</del> , Assistant Principal William Scott, Administrative Assistant, Alternative Classroom	PK-5	Phone: FAX	(352) 486-5281 (352) 486-5285	1011 0023	7:55-2:35 7:55-2:35
<b>BRONSON MIDDLE / HIGH SCHOOL,</b> 351 Ishie Avenue Bronson, FL 32621	Timothy McCarthy, Principal Cheryl Allen, Assistant Principal Lindsey Whittington, Administrative Assistant John Miller, Administrative Assistant, Alternative Classroom	6-12	Phone FAX	(352) 486-5260 (352) 486-5263	0021 0023	8:00-2:44 8:00-2:44
<b>CEDAR KEY SCHOOL,</b> 951 Whiddon Avenue Cedar Key, FL 32625	Kathryn Lawrence, Principal Jeffrey Webb, Administrative Assistant	PK-12	Phone: FAX:	(352) 543-5223 (352) 543-5988	0041	8:00-2:45
<b>CHIEFLAND ELEMENTARY SCHOOL,</b> 1205 N.W. 4th Avenue Chiefland, FL 32626	Michael Homan, Principal Marlene Wiggins, Assistant Principal Kelly Gore, Assistant Principal Aimee Mitchell, Administrative Assistant	PK-5	Phone: FAX:	(352) 493-6040 (352) 493-6042	0241	7:55-2:30
<b>CHIEFLAND MIDDLE HIGH SCHOOL,</b> 808 North Main Street Chiefland, FL 32626	Matt McLelland, Principal Mickey Ebert, Assistant Principal (9-12) Jennifer Bray, Assistant Principal (6-8) John Palmer, Administrative Assistant (9-12) Adam Gore, Administrative Assistant (6-8)	6-12	Phone: FAX: Phone: FAX:	(352) 493-6000 (HS) (352) 493-6018 (HS) (352) 493-6025 (MS) (352) 493-6048 (MS)	0051	8:00-2:49
<b>ESE OFFICE,</b> 350 School Street Bronson, FL 32621	Dr. Rosalind Hall, Director		Phone: FAX:	(352) 486-5240 (352) 486-5242		8:00-4:00
<b>JOYCE BULLOCK ELEMENTARY SCHOOL,</b> 130 S.W. 3rd Street Williston, FL 32696	Melissa Lewis, Principal Amy Webber, Assistant Principal	PK-2	Phone: FAX:	(352) 528-3341 (352) 528-5541	0092	7:45-2:15
<b>WILLISTON ELEMENTARY SCHOOL,</b> 801 South Main Street Williston, FL 32696	Jaime Handlin, Principal Emily Hancock, Assistant Principal	3-5	Phone: FAX:	(352) 528-6030 (352) 528-5458	0231	7:30-2:10
<b>WILLISTON MIDDLE / HIGH SCHOOL,</b> 350 S.W. 12 <sup>th</sup> Avenue Williston, FL 32696	Joshua Slemple, Principal Dee Westfall, Assistant Principal Hillary Cribbs, Assistant Principal Jim Smith, Administrative Assistant Benjamin Hawkins, Administrative Assistant	6-12	Phone: FAX:	(352) 528-3542 (352) 528-2723	0091	8:35-3:30
<b>YANKEETOWN SCHOOL,</b> 4500 Highway 40 West Yankeetown, FL 34498	Denee Hurst, Principal Candy Prescott, Administrative Assistant	PK-8	Phone: FAX:	(352) 447-2372 (352) 447-3961	0111	7:55-2:30
<b>WHISPERING WINDS CHARTER SCHOOL,</b> 2480 N.W. Old Fannin Road Chiefland, FL 32626	Kimberly Bartley, Director Jennifer Pittman, Director	K-5	Phone:	(352) 490-5799	0060	7:55 - 2:25
<b>NATURE COAST MIDDLE CHARTER SCHOOL,</b> 6830 N.W. 140 <sup>th</sup> Street Chiefland, FL 32626	Charles Bowe, Director	6-8	Phone:	(352) 490-0700	0062	8:00 - 2:30
<b>ADULT HIGH SCHOOL,</b> 15390 NW Hwy. 19 Chiefland, FL 32626	Leah Gamble, Manager of Instructional Services Holly McGlashan-Provost, Director	Adult	Phone:	(352) 493-9533	0121	Varies

**REVISED 07/01/19**



# **School Board Members**

**Cameron Asbell**

District 1- Bronson

**Chris Cowart**

District 2 - Cedar Key

**Brad Etheridge**

District 3 - Williston

**Paige Brookins**

District 4 - Chiefland

**Ashley Clemenzi**

District 5 - Yankeetown

School Board of Levy County  
480 Marshburn Drive, Bronson, FL. 32621  
352-486-5231  
Website: <http://www.levyk12.org>

## SCHOOL BOARD OF LEVY COUNTY NOTICE OF NON-DISCRIMINATION

**The Florida Educational Equity Act**, Chapter 228.2001 Florida Statutes, requires that public education agencies regularly notify staff, students, and applicants for employment, parents, collective bargaining units, and the general public of its policies of non-discrimination. The information below is posted to comply with the notification requirements of the act.

**Equity Coordinator** – Dennis Webber, Coordinator of School Safety & Security, is designated as the Equity Coordinator for Levy County. He can be reached at 480 Marshburn Drive, Bronson, FL. 32621, 352-486-5231 or email [dennis.webber@levyk12.org](mailto:dennis.webber@levyk12.org)

**Non-discrimination in Employment** - All applicants for employment with the School Board of Levy County shall be recruited, selected, and assigned solely on the basis of experience, qualifications and the necessary requirements for the vacant position. Race, religion, age, national background, marital status, and gender will not be considered factors in the recruitment, selection, and assignment of such personnel, nor shall any qualified disabled person be excluded from consideration for employment solely on the basis of his/her disability. Reasonable accommodations are available for persons with disabilities to complete the application and/or interview process. Applicants/individuals with disabilities requesting accommodations under the Americans with Disabilities Act may contact the District office, 480 Marshburn Drive, or call 352-486-5231 for assistance

**Non-discrimination in Student Activities** – No student enrolled in the Levy County Schools shall, on the basis of race, religion, age, national background, gender, marital status or disability, or genetic information, be excluded from participation in or be subjected to discrimination under any curricular or any other school sponsored activity. Career and Technical Education Programs are included in the curricular programs offered without discrimination. Programs are: Agritechnology, Agriculture, Education Directed Study, Game/simulation /Animation Programing, Carpentry, Cooperative Diversified Education, Administrative Office Specialist, Animal Science & Service, AG Biotechnology, Accounting Applications, Digital Design, Medical Skills & Services, Allied Health Assisting, Emergency Medical, Nursing Assistant, Environmental Horticulture Science & Services. All classes are open for enrollment with the exception of the Health Academy. There is an application process for the Health Academy due to area clinical requirements & availability. Lack of English language skills will not be a barrier to admission and participation. The district may assess each student's ability to benefit from specific programs through placement tests and counseling, and if necessary, will provide services or referrals to better prepare students for successful participation. This includes the Boy Scouts of America or any other youth group as provided in the Boy Scouts Ace. This rule shall apply to all present and future course offerings and to all other school sponsored activities in which student s are eligible to participate.

**Grievance Procedures for Employees Excluded form Bargaining Units\*\*** - Whenever an employee feels that he/she has a grievance, including allegations of discrimination, every effort shall be made to arrive at a satisfactory solution of the problem on an informal basis. When this cannot be done, resort shall be to the more formal procedures provided herein in an effort to resolve a grievance. The grievance procedures for employees excluded from bargaining units shall be as follows:

Any employee with a grievance shall advise his/her immediate supervisor or the Director of Personnel of said grievance in writing and a copy of the said grievance shall be sent to the Superintendent. The written statement of the said grievance must be delivered within sixty (60) days of the alleged violation.

**The School Board of Levy County** *does not discriminate on the basis of race, color, national origin, gender, age, disability, religion, ~~or~~ marital status or genetic information in its educational programs, services or activities, or in its hiring or employment practices. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boys Scout of America Equal Access Act. Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to: Dennis Webber, Coordinator of School Safety & Security, 480 Marshburn Drive, Bronson, FL. 32621, 352-486-5231 or email [dennis.webber@levyk12.org](mailto:dennis.webber@levyk12.org)*

## NOTICE OF DIRECTORY INFORMATION & PERFORMANCE RELEASE

The School Board of Levy County may release directory information to the general public. This information may include the following information about your student:

Name, Address, Telephone number (if listed), participation in officially recognized activities and sports, weight and height (if an athletic team member), name of the most recent previous school or program attended, dates of attendance at schools in the District and degrees and honors received, and date and place of birth.

Parent/Guardians may opt out of having directory information released by checking here ☐ .

**I RECOGNIZE** that school performances or activities may be videotaped or photographed for public viewing, and I hereby ☐ **do not approve** such videotaping, or photographing, and the public showing of such video tape, if such videotaping should occur. This includes posting on the school or district website. I also consent to the release of my child's name, both verbally and in print, when used in connection with said photograph(s)/videotapes(s). It is understood the photographs(s)/videotapes(s) and name of the child may be used for promotional purposes inside and/or outside Levy County School Board.

It is understood that the school or school district will not duplicate photograph(s)/videotape(s) for the benefit of any individual student(s) or parent(s)/legal guardian(s).

**I FURTHER RECOGNIZE** my right to rescind this permission and release at any time upon written notification to the school and the School Board of Levy County, provided that I recognize that if any performance or activity videotaped or photographed prior to my rescinding of this permission and release, my approval of the public showing of said previously taped performance or activity will remain in full force and effect as to that performance or activity.

I do hereby release and waive any and all claims, demands, or objections against the said school and school district in connections with or arising out of said photograph(s)/video(s) of my child.

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Parent Signature

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Date

---

Student Signature

---

Date

\_\_\_\_\_,  
(print name)

has received and read the Code of Student Conduct and Student Rights and Responsibilities handbook.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

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Fight crime with  
the most powerful weapon  
you have – **YOUR MOUTH!**

*Call 1-877-349-8477*  
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You never have to  
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An advertisement for the FortifyFL app. On the left is a red square icon with a white exclamation mark and a small map of Florida at its base. To the right of the icon, the text 'FORTIFYFL' is written in large white letters, followed by 'SUSPICIOUS ACTIVITY REPORTING APP' in smaller white letters. Below this is a horizontal line, then '#FORTIFYFL' and 'GETFORTIFYFL.COM' in white. Further down are logos for the App Store and Google Play, and three circular logos for the Florida Department of Education. On the right side of the advertisement is a white smartphone displaying various app icons. To the right of the phone is a white oval button with the text 'DOWNLOAD NOW' in black.

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## Suspicious Activity Reporting App

FortifyFL is a suspicious activity reporting tool that allows you to instantly relay information to appropriate law enforcement agencies and school officials.

**Articulation Agreements for Career and College Acceleration  
Between the District Board of Trustees of the College of Central Florida  
And the School Board of Levy County, Florida  
2020-2021**

**I. DUAL ENROLLMENT ARTICULATION AGREEMENT**

The Articulation Committee that has negotiated/drafted the agreement include: Levy County School District members: John Lott, Assistant Superintendent; Carol Jones, CTE Coordinator; and, Morgan Bennett, Coordinator of MIS/Technology.

College of Central Florida (CF) members: Holland McGlashan, Provost - Levy Campus; Maureen Anderson, Dean of Enrollment Management; Allan Danuff, Associate Vice President Arts and Sciences; Raphael Robinson, Director of Admissions and Student Recruitment; Erika Martinez, Dual Enrollment Coordinator; Leah Gamble, Manager of Instructional Services; and, Corrine Wiygul, Career Pathways Coordinator.

The Committee meets annually in the spring to go over the current year's articulation agreements and discuss changes that are required due to changes in statute or rule and any changes desired by either the school district or the college. A draft document is prepared by college personnel and sent to all members of the Committee for additional changes or approval. Once the document is in its final draft, copies are sent to the school districts to take to their School Boards for approval and signatures. Once approved and signed, copies are sent to CF to be reviewed, approved and signed by the Board of Trustees. Signed hard copies are mailed to the school district personnel. The Dual Enrollment Articulation Agreement is completed annually and submitted to the Department of Education by CF by August 1 of each year.

**1. A ratification or modification of all existing articulation agreements.**

Once the articulation agreement is signed by both boards, the agreement will be active for the upcoming academic year and will nullify all previously signed agreements. This agreement covers not only dual enrollment, but also career pathways, remediation and teacher preparation. Legislative changes that occur after the final draft of this document which impact the 2020-2021 academic year will take

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

- a. References to students in this document mean any student enrolled in a Levy County Public School.
- b. CF will provide information to the schools regarding requirements for participation in, and the educational benefits to be derived from, dual enrollment or other accelerated programs.
- c. The schools, in turn, will utilize printed, published, electronic, or other media to notify students and their parents or guardians of the opportunity to participate in these articulated acceleration programs. The schools will additionally provide information, using these same methods, to students and their parents or guardians, of the eligibility criteria for participation in these programs.
- d. CF will post application deadlines and registration dates on its dual enrollment Web page at least one term in advance.
- e. CF Admissions & Records staff will work with district and school officials on targeted dual enrollment recruiting activities.

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

- a. Courses to be provided by CF under this agreement will be mutually agreed upon by CF and the School District, and will avoid unnecessary duplication of existing courses in grades six (6)-twelve (12). Current law allows for any course in the Statewide Course Numbering System, with

the exception of developmental education courses and physical education and other courses that focus on physical execution of a skill rather than the intellectual attributes of the activity.

- b. CF will furnish each school with a copy of the current courses (<https://www.cf.edu/Courses>) with descriptions for each course in which a student may be dually enrolled. Specific courses to be provided on school campuses in Levy County shall be mutually agreed upon by the host school principal and CF.
- c. A student education plan may be developed by CF for each student registering for a dual enrollment course. The plan will ask each student to identify an educational objective with which to guide course selection. At a minimum, each student's plan should include a list of courses that will result in an Applied Technology Diploma, an Associate in Science degree or an Associate in Arts degree. If a student identifies a baccalaureate degree as the objective, the plan must include courses that will meet the general education requirements and any prerequisite requirements for entrance into a selected baccalaureate degree program.
- d. Postsecondary courses in foreign languages, mathematics, English, sciences, social studies, computer science, performing and/or visual arts, applied technology, and any other classes that are in compliance with applicable state regulations shall be counted toward meeting the graduation requirement of §1003.4282, Fla. Stat. (2020).
- e. Students (age 18) who wish to take college credit courses that contain a study abroad or travel component (during summer only) must receive the permission of their school principal, parent/guardian and the School District before participating. If the permission is granted, the student shall be exempt from the payment of the registration, matriculation and laboratory fees with the exception of developmental education courses and physical education and other courses that focus on physical execution of a skill rather than the intellectual attributes of the activity. However, the student is responsible for the full cost of travel.
- f. Students have an opportunity to participate in dual enrollment through the School Board of Levy County until they have successfully earned an Associate's degree and/or accrued sixty- seven (67) hours of college credit. The calculation of the sixty-seven (67) hours is inclusive of all college credit earning coursework. Students are no longer eligible for dual enrollment once they successfully complete four (4) years of enrollment in high school or graduation, whichever comes first.

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

- a. Students and the parent/guardian of students wishing to pursue participation in an articulated acceleration program must contact their school counselors to discuss admissions criteria and to obtain the necessary application information.
- b. **Application Process** - Students interested in dual enrollment must meet with their school counselor or principal for permission to participate in the program. Students must complete the online dual enrollment application. The student will print the parent approval form from the email received upon submission of the application and the parent/guardian must sign giving permission for the student to participate in the dual enrollment program. The student must turn the form in to their school counselor. The student is issued a CF ID number to view their student portal for additional requirements. The student is responsible for requesting and providing the documents needed for eligibility. This includes school transcript and placement test scores (ACT, SAT or PERT). All documentation must be received by the CF Dual Enrollment Coordinator by the posted application deadlines. Once all documents are received and processed by the CF Dual Enrollment Coordinator the student will receive an email stating they have been admitted to the program. If a student does not meet eligibility criteria or does not submit the paperwork by the posted deadline, the CF Dual Enrollment Coordinator will contact the school counselor. The school counselor is responsible for contacting the student.
- c. **Registration** -Dual enrollment brochures will be provided to counselors by CF to better help students and parents understand the requirements, admission and enrollment procedures and benefits of program participation. Once a student is fully admitted, the student will receive an email to view the online dual enrollment orientation on their CF portal. The orientation is required in order to register for dual enrollment courses. The student must take and pass the quiz at the end of the orientation. Registration will be completed through the school counselor. The student must review the schedule posted on the MyCF Portal to select courses for registration each term. The counselor will assist the student in their course selection to ensure the course requirements are met



for school. Once the course selection is made, the counselor will submit the list of courses for each student to the CF Dual Enrollment Coordinator for registration.

- d. **Withdrawal Process-** Dual enrollment students will follow the college’s withdrawal policy. Students have the option to withdraw from a course(s) within the withdrawal period. The student must see their instructor and counselor to complete the dual enrollment withdrawal form. The Dual Enrollment Withdrawal form must be signed by the student, instructor, and the counselor. The form is sent to the CF Dual Enrollment Coordinator to process. Forms must be received by the withdrawal deadline. The student will receive a “W” on their college transcript for the attempt in the course. For additional information regarding withdrawals, see Section 13(C).
- e. **Course Load-** Students in grades six (6) - eight (8) may register for no more than three (3) credit hours only during the fall and spring terms only. High school freshmen and sophomores may register for no more than six (6) credit hours only during the fall and spring terms. **Dual enrollment students may take up to six (6) credit hours total in the Summer semester prior to their Junior year.** Juniors may take up to nine (9) college credit hours in the fall and spring semesters. Students/parents may petition the school district and Dual Enrollment Petitions Committee to enroll for up to twelve credit hours. Before the beginning of their senior year the student may take up to nine (9) credit hours total in the summer semester (no more than two (2) courses in each summer term). High school seniors may take up to sixteen credit hours in the fall and spring terms. Please refer to the student progression plan for grade level designation.

	Fall Credit Hours	Spring Credit Hours	Summer Credit Hours	Total
<b>Grades 6-8</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>6</b>
<b>Freshmen</b>	<b>6</b>	<b>6</b>	<b>0</b>	<b>12</b>
<b>Sophomores</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>18</b>
<b>Juniors</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>27</b>
<b>Seniors</b>	<b>16</b>	<b>16</b>	<b>0</b>	<b>32</b>

- f. **Grade Distribution** -All students enrolled in dual enrollment classes will be graded on the same basis as other college students in the same courses. CF will assign letter grades to each student/course and the letter grade assigned shall be posted to the student's high school transcript by the school district. Grades will be electronically transmitted securely by CF to the School District office for posting.
- g. **Academic Advising-** All A.A./A.S. degree seeking students must be advised by a CF meta-major advisor in the semester that they reach thirty (30) earned credit hours to learn about the requirements to complete the A.A./A.S. and any additional requirements necessary for a smooth transition into the bachelor's degree program and institution of their choice.

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

- a. An overall GPA of 3.0 on an un-weighted 4.0 scale is required for college credit dual enrollment courses. An overall GPA of 2.0 on an un-weighted 4.0 scale is required for students to enroll in vocational certificate dual enrollment programs. Continued eligibility for college credit dual enrollment requires the maintenance of a 3.0 un-weighted school GPA and the minimum GPA required by the college. **Students admitted into the EMT program through dual enrollment must have a 3.0 grade point average in EMT program coursework and satisfy all EMT program entry requirements.**
- b. The Levy County School Board shall identify those students qualified to participate in dual enrollment classes. The high school principals will approve student eligibility for participation in these classes.
- c. The student must be enrolled in the Levy County Public School System and must be working towards a high school diploma to participate in dual enrollment. **Students must satisfy the college preparatory testing requirements in § 1008.30(4)(a), Fla. Stat. (2020) and rule 6A-10.0315, F.A.C., which is hereby incorporated by reference. Students who have been identified as deficient in basic competencies in one of the areas of reading, writing or mathematics, as determined by scores on a postsecondary readiness assessment identified in rule 6A-10.0315, F.A.C., shall not be permitted to enroll in college credit courses in curriculum areas precluded by the deficiency. Students may enroll in college credit courses that are not precluded by the deficiency; however, students may not earn more than twelve (12) college credit hours prior to the correction of all deficiencies.**

Exceptions to the twelve (12) college credit hour limitation may be granted by the postsecondary institution provided that the dual enrollment student is concurrently enrolled in a secondary course(s) in the basic competency area(s) for which they have been deemed deficient by the postsecondary readiness assessment. In addition, the secondary student who has accumulated twelve (12) college credit hours and has not yet demonstrated proficiency in the basic competency areas of reading, writing and mathematics must be advised in writing by the school district of the requirements for associate degree completion and state university admission, including information about future financial aid eligibility and the potential costs of accumulating excessive college credit, as outlined in § 1009.286, Fla. Stat. (2020).

- d. Any combination of these test scores may be considered if taken within two (2) years of the beginning of classes for first-time dual enrollment students. Cut scores for the three (3) placement tests are as follows:

	ACT	SAT	PERT
Reading	19	24	106
English/Writing	17	25	103
Math	19	24	114

PERT 114- Placement for MAT1033, MGF1106/1107 or STA2023  
 PERT 123- Placement for MAC1105, College Algebra

- e. Students enrolling in MAC1105 must achieve the following scores: ACT 25; SAT 26.5; PERT 123. Students who wish to take upper level math beyond MAC1105 must satisfy the above test requirements and take the CLM (College Level Math) test and score a 70 or higher.
- f. Students enrolling in vocational or other programs not requiring placement testing must satisfy the dual enrollment grade point average and specific program entry requirements.
- g. The student must pass the grade level Required State Assessment in English Language Arts and the end of course exams for Algebra I, as required.
- h. Students who have a score of three (3) or above on the Advanced Placement (AP) English Literature or English Language examinations will be eligible to take courses that have ENC 1101 as a **pre-requisite** in subsequent semesters.
- i. Permission for participation must be granted by the student's parent/guardian.
- j. Students have an opportunity to participate in Dual Enrollment through Levy County School District until they have successfully earned an Associate's degree and/or accrued sixty-seven (67) hours of college credit. The calculation of the sixty-seven (67) hours is inclusive of all college credit earning coursework. Students are no longer eligible for dual enrollment once they successfully complete four (4) years of enrollment in high school or graduation, whichever comes first.
- k. Any exceptions to the requirements must be approved by both the school district and CF's Dual Enrollment Petitions Committee. Students and their counselor are notified of the committee's decision in writing within one (1) week of the meeting.
- l. Students who will graduate from high school prior to completion of the post-secondary course may not register for the course through dual enrollment. This means that high school seniors may NOT take a summer "A" course as dual enrollment.
- m. Students may lose the opportunity to participate in the dual enrollment program if they are disruptive to the learning process. See Code of Conduct in section 12(H).

6. A delineation of the high school credit earned for the passage of each dual enrollment course

- a. The School Board of Levy County will ensure that appropriate high school credits will be awarded upon successful completion of dual enrollment classes. All academic and vocational courses will correlate to the Dual Enrollment Course- High School Subject Area Equivalency List recommendations for high school credit. All other non-identified courses will be based upon successful completion of a three to five-credit hour college course to result in the awarding of 0.5 high school credit in Carnegie units. Any other non-identified college course offered at fewer than three (3) credit hours will be ineligible for high school credit and will not constitute dual enrollment.
- b. High school credit for Post-Secondary Adult Vocational certificate classes shall be awarded based on the number of contact hours in the program of study. For each 135 clock hours in the program, a student will be awarded one (1) high school credit in Carnegie units; one-half (0.5) high school

credit will be awarded for any number of clock hours between 68 and 135; and no high school credit will be awarded for any number of clock hours less than 68.

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

- a. CF will supply school counselors with dual enrollment information which include application instructions to inform students/parents of the requirements and benefits of participation in the program.
- b. Dual enrollment courses meet the curricular expectations and are at the same depth and rigor of non-dual enrollment postsecondary instruction, including those offered on the high school campus.
- c. Students will be informed during dual enrollment orientation that they should plan to study at least two to three hours outside of class for every hour they are in the class to be successful in college level courses. In addition, dual enrollment courses become a part of a student's permanent college transcript and are calculated into the student's permanent postsecondary GPA.

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

- a. There will be no exceptions made to the required grade point averages for academic or career dual enrollment, with the exception of special cohorts.

**9. The registration policies for dual enrollment courses as determined by the postsecondary institution.**

- a. Registration for dual enrollment students taking classes on the college campus will take place after the 10+ credit hour priority, but before the 0+ registration date each semester. Registration dates for dual enrollment will be consistent with other registration windows and based on the number of completed credit hours. Registration will be conducted through electronic communication between the high school counselor or designee and the Dual Enrollment Coordinator at CF.
- b. Dual enrollment students will follow the college's procedures for drop, withdrawal and petition policies. Students appealing a grade of D, F, W or FF will not be eligible to continue in dual enrollment until a decision is rendered by the Dual Enrollment Petitions Committee.
- c. The beginning and ending dates of courses offered during the regular day in the high school facilities will coincide with the CF calendar. Courses offered after the regular school day or on the CF campus will be scheduled on the CF calendar. Courses taught by college faculty will follow the CF academic calendar.

**10. Exceptions, if any, to the professional rules, guidelines, and expectations stated in the faculty or adjunct faculty handbook for the postsecondary institution.**

- a. All Levy County school district employees serving as dual enrollment faculty approved to teach college courses under this agreement will annually attend a new fall faculty or adjunct orientation conducted by CF where they will receive a copy of the Adjunct Faculty Handbook, which includes the Web address of the Student Handbook detailing add/drop, withdrawal and grading policies, as well as the CF Student Code of Conduct and critical dates. These instructors are expected to adhere to the professional guidelines, rules and expectations presented in each handbook.

**11. Exceptions, if any, to the rules, guidelines, and expectations stated in the student handbook of the postsecondary institution which apply to faculty members.**

- a. The School Board shall annually assess the demand for dual enrollment and provide that information to CF for assistance in planning classes in the CF scheduling system.
- b. CF shall be responsible for ensuring that the quality of instruction provided dual enrollment students is comparable to that afforded other CF students. To this end, the following will apply to dual enrollment courses taught on high school campuses:
  - i. Dual enrollment faculty shall be provided with a full-time CF faculty contact or liaison in the discipline they are teaching.

- ii. Dual enrollment faculty shall be provided a copy of course plans objectives and relevant CF Institutional Student Learning Outcomes. These objectives and outcomes must be included in the course syllabus.
- iii. The course syllabus must be provided to students and filed with the CF discipline chairperson prior to the start of each term. Content of the syllabus must meet the same criteria as required for all college courses offered at CF.
- iv. Textbooks, technology and instructional materials used in dual enrollment courses must be the same or comparable with those used in course taught on the CF campus. They must be approved by the discipline chairperson at CF through the use of CF's Textbook Adoption form. This form must be submitted to the discipline chairperson 75 days before the start of the term.
- v. For academic disciplines where a departmental exam is used, the final exam will be provided to the dual enrollment faculty by the college in a timely fashion to ensure availability prior to the scheduled administration dates. For all others, final examinations must be approved by the appropriate discipline chairperson as a comprehensive assessment of expected learning outcomes. The dual enrollment instructor should send their exam to their faculty liaison for review and approval at least three weeks before the exam delivery date.
- c. The high school principal, or his/her designee, will recommend qualified high school teachers as instructors for dual enrollment courses to be taught during the regular school day or extended school day on high school campuses. To be qualified, faculty selected to teach dual enrollment classes must submit an adjunct application to their administrative contact at CF, along with their postsecondary transcripts which will be kept on file in the CF Human Resources Office. In the absence of qualified high school instructors, CF may provide adjunct instructors to teach dual enrollment courses on high school campuses in Levy County, if such arrangements are approved by the Vice President for Academic Affairs (see item 7.B. above). In each case, once an academically qualified instructor is identified, he/she must meet all of the requirements established by the School Board of Levy County before having contact with the students. This process will be coordinated through the School Board of Levy County Assistant Superintendent of Curriculum. CF will notify the School Board of Levy County of approved instructors and courses for the academic year prior to the start of the Fall semester.
- d. All instructors, regardless of location must meet CF faculty credentialing requirements set by the Southern Association of Colleges and Schools (SACSCOC) Commission on Colleges' Principles of Accreditation: Foundations for Quality Enhancement, Current Edition (section 3.7.1).
- e. School Board of Levy County instructors who teach dual enrollment courses during the regular or extended school day will be evaluated by the high school administration using the district-wide evaluation instrument. These instructors shall also be observed for evaluative purposes by a CF administrator or faculty liaison. CF will follow the school board's guidelines for the performance of employees when evaluating these dual enrollment instructors. This will include following the procedures for sharing and discussing the performance assessment tool/process by providing a copy of the performance assessment to the instructor within ten (10) working days after the observation; allowing the instructor to submit a written rebuttal to be placed with the assessment document in his/her personnel file housed in the Human Resource Office at CF; and allowing the instructor the right to inspect, review, and copy the contents of his/her personnel file. Results of CF's observation will be shared with the district administrator.
- f. Dual enrollment courses taught on a high school campus may not be combined with any non-college credit high school course.
- g. Finalized student rosters for Dual Enrollment courses taught on a high school campus must be submitted by CF's posted deadlines. Any discrepancies on rosters identified after the posted deadline will be the responsibility of the high school and the School District.
- h. As is appropriate for college-level study, course materials and class discussions may reflect topics not typically included in secondary courses that some parents may object to for "minors." Courses are not to be modified to accommodate variations in student age and/or maturity.
- i. Any course-, discipline-, college-, or system-wide learning assessments required by the college in non-dual enrollment sections of a course shall also be administered in all dual enrollment sections of the course.
- j. CF shall analyze student performance in dual enrollment course offerings on high school and college campuses to ensure that the level of preparation for future success is comparable with non-dual enrollment college students. Analyses and recommendations shall be shared and reviewed with principals and school district administrators.

- k. CF and the School Board of Levy County will design strategies for collaborative professional development to improve dual enrollment counseling and instructional efficacy, encourage teacher utilization of instructional technologies, address critical needs and issues, and support in-service initiatives.
- l. **IMPORTANT:** If a high school wants to offer 15 or more credits (i.e., 25% over a two year period of an Associate Degree program) on their campus, they must submit a request to the Vice President for Academic Affairs at CF at least 6 months in advance to allow sufficient time for college approval and notification to SACSCOC. If a high school wants to offer 30 credits or more (i.e., 50% of an Associate Degree program) on their campus, they must submit a request to CF's Vice President for Academic Affairs at least 9 months in advance. If approved by CF officials, the high school and school district administrators will work with college officials to create and submit a "substantive change" to SACSCOC. Approval must be received from SACSCOC before the additional courses on the high school campus may be advertised or offered.

**12. The responsibilities of the school district regarding the determination of student eligibility before participating in the dual enrollment program and the monitoring of student performance while participating in the dual enrollment program**

- a. Each student must be recommended by their school principal. Student screening for eligibility and participation is the responsibility of the high school principals according to district and state requirements.
- b. Their school counselor shall identify those students qualified to participate in dual enrollment classes on a semester basis and will verify their continued eligibility throughout their participation. This verification will be conducted after grades are posted each semester. The counselor will notify the college's dual enrollment coordinator when a student's eligibility status changes.
- c. The school counselor will work with students to review dual enrollment course plans to minimize enrollment in courses that are not a part of the student's chosen academic pathway. CF will provide academic advising services to dual enrollment students and monitor their progress and attendance in dual enrollment classes.
- d. Students and their parents will be informed of college-level course expectations.
- e. Any "grade level" classification listed in this agreement is based on the School District's Student Progression Plan.
- f. Students attending dual enrollment classes held in high school facilities during regular school hours will be subject to the Levy County attendance regulations. Students attending dual enrollment classes held in college facilities will be subject to college attendance policies. Required documentation of enrollment and attendance will be reported to the Levy County MIS offices by required state reporting deadlines.
- g. Students may enroll in courses conducted during school hours, after school hours and during the summer term. However, if the student is projected to graduate from high school before the scheduled completion date of a post-secondary course, the student may not register for that course through dual enrollment. The student may apply to CF and upon admission, may register and pay the required tuition and fees for the summer session.
- h. **CODE OF STUDENT CONDUCT:** Students attending dual enrollment classes on the college campus will follow CF's Code of Student Conduct in terms of appropriate classroom, behavior, protocol, and academic integrity (i.e., cheating and plagiarism). Students taking dual enrollment classes on their high school campus will be subject to the current School Board of Levy County Code of Student Conduct. If a student in the high school class is found to have plagiarized any portion of his/her course work or assignments, the instructor will notify CF's Vice President for Student Affairs and the student will be subject to the same disciplinary actions as other students taking courses on the CF campus, regardless of what disciplinary action is taken by the School Board of Levy County. If a student is disruptive to the learning process through their classroom behavior so that the progress of other students or the efficient administration of the course is hindered, a student may lose the opportunity to participate in the dual enrollment course, regardless of eligibility requirements for continued enrollment.
- i. **STUDENT RECORDS:** The parties may provide personally identifiable student records to each other in the performance of this agreement. Such records are provided pursuant to §1002.22, Fla. Stat. (2020) and 20 U.S.C. §1232g. Each party further agrees to comply with §1002.22, Fla. Stat. (2020) and 20 U.S.C. §1232g, including but not limited to provisions related to confidentiality, access, consent, length of retention, and security of student records.



**13. The responsibilities of the postsecondary institution regarding the transmission of student grades in dual enrollment courses to the school district.**

- a.** Students with unsatisfactory progress reports may be counseled by the school counselor upon notification by the College.
- b.** All students enrolled in dual enrollment classes will be graded on the same basis as other college students in the same courses. CF will assign letter grades to each student/course and the letter grade assigned shall be posted to the student's school transcript by the school district. Grades will be electronically transmitted securely by CF to the district MIS/Curriculum offices for posting.
- c.** Students who intend to continue in the Dual Enrollment Program must obtain a minimum of a C grade in dual enrollment classes. Students who earn a grade of D, F, FF, or W will no longer be allowed to take dual enrollment classes. A withdrawal from a class is considered the same as a failed class. Grades for continued eligibility in the Dual Enrollment Program are calculated each semester. Extenuating circumstances may be considered on a case-by-case basis by the Dual Enrollment Petitions Committee.

**14. A funding provision that delineates costs incurred by each entity.**

- a.** Subject to annual appropriation in the General Appropriation Act, and in accordance with §1007.271(21) (n) (1), Fla. Stat. (2020), the School District shall pay the standard tuition rate per credit hour (\$71.98) from funds provided in the Florida Education Finance Program (FEFP) to CF for all Dual Enrollment instruction that takes place on the CF campus or by CF online. Courses taken during the summer term will not be charged to the School Districts
- b.** Students must drop courses during the add/drop period to have the cost of tuition removed. If the student later withdraws from a course, the tuition will remain and be charged to the district.
- c.** If a faculty member is provided by the college to teach a dual enrollment course on a high school campus, the high school will be required to cover the cost of that instructor. For online courses taught by a CF instructor, the high school will be required to cover the cost of the instructor.
- d.** Students enrolled in a dual enrollment or early admissions program shall be exempt from the payment of registration, matriculation and laboratory fees excluding private instruction.
- e.** Required textbooks and other instructional materials as defined in §1006.28, Fla. Stat. (2020) will be funded by the School District provided the FEFP provides funding for such expenses. CF will adhere to the requirements set forth in §1004.085, Fla. Stat. (2020) in regards to the affordability of textbooks.
- f.** The School Board of Levy County shall be responsible for the instructional materials provided under this agreement in conjunction with CF Bookstore (Barnes & Noble).
- g.** CF will invoice the School District for costs incurred following each semester.

**15. Any institutional responsibilities for student transportation, if provided.**

- a.** The student will be responsible for providing transportation to and from facilities where dual enrollment classes are held.

**16. For the students with disabilities, a postsecondary institution eligible to participate in dual enrollment pursuant to s. 1011.62(1)(i) shall include in its dual enrollment articulation agreement, services and resources that are available to students with disabilities who register in a dual enrollment course at the eligible institution.**

- a.** In order to be eligible for academic accommodations, students with disabilities who enroll in a course provided at a CF facility must meet the requirements established by CF's Office of Disability Services. If a student with a disability enrolls in a dual enrollment course offered at a high school facility, the high school will be responsible for determining and providing accommodations

**II. MECHANISMS AND STRATEGIES FOR DECREASING THE NEED FOR DEVELOPMENTAL EDUCATION OF HIGH SCHOOL GRADUATES AT CF.**

- A. There shall be established a "College and Career Collaborative" comprised of two representatives from each school district, the Vice President for Academic Affairs, the Vice President for Student Affairs, and the Dean of Enrollment Management at CF, and others as the plan warrants.
- B. Initiatives include:
  - a. Analysis of student readiness for college by administering the PERT to eligible students from Levy, Marion and Citrus counties.
    - 1. CF will provide:
      - a. One (1) administration of the PERT exam at no cost for students who wish to apply for participation in dual enrollment;
      - b. walk-in testing available at the college
    - 2. School Board of Levy County will provide:
      - a. space for testing;
      - b. test sites;
      - c. testing information to all eligible student.
- C. CF will provide assessment of student readiness for college by administration of PERT to all incoming students without ACT or SAT scores. Incoming students will be required to submit PERT, SAT or ACT scores if they do not meet exemption requirements as identified by Fla Stat. §1008.30 (2020).
- D. CF will accept the PERT scores from the official transcripts only if not found in the PERT repository.
- E. Articulation agreements will be established between Levy, Marion, and Citrus school districts and CF.
- F. CF advising and enrollment services staff from all campuses will meet with school counselors in all three school districts to provide in-service training regarding CF course requirements. School counselors are encouraged to visit CF's workforce development programs.
- G. CF will conduct a "college preview" type event for students in each of the school districts.
- H. CF will provide information about its programs and how to be a successful college student to sixth (6th) through twelfth (12th) graders in Levy, Marion, and Citrus counties in a variety of formats, materials and events.
- I. Educational Opportunity Center (EOC), a Federal TRIO program that serves approximately 1,000 high school & post-secondary students at educational institutions in the service area, will offer activities including individual needs assessment, individual educational plans, tutoring, career exploration, mentoring, visits to local business and industry and college campuses, motivational sessions, etc. (dependent upon grant funding).

### **III. MECHANISMS AND STRATEGIES FOR PROMOTING "CAREER PATHWAYS" PROGRAMS OF STUDY**

- A. **Courses and programs available to students eligible for Career Pathways**
  - a. A Career Pathway Program of Study is a coherent sequence of rigorous academic and technical courses that prepare students for successful completion of state academic standards and support an accelerated transition to postsecondary coursework in a related career area of interest. According to the Florida Department of Education Information Data Base Requirements, Vol. 1, a Secondary Career Pathways Student is defined as "a career and technical education student who has earned three or more (high school) credits in a single career and technical education program and has participated in a locally developed Program of Study that has a written articulation agreement in place which establishes and validates the career pathway." Such is the purpose of this articulation agreement between the College of Central Florida (CF) and the Levy County School Board.
  - b. Courses to be articulated by CF under this agreement will be mutually agreed upon by the college and the Levy County School board. Career Pathways course and program offerings will be accessible on the Career Pathways Web page of CF's Web site ([www.CF.edu/careerpathways](http://www.CF.edu/careerpathways)), and the Levy County School's Web site on the Career and Technical Education (CTE) Web page. Alterations to this list of offerings may be made with mutual consent of CF and the Levy County School Board. (See Appendices for a full list of articulated credits).
- B. **The process for notifying parents and students of the option to participate in Career Pathways programs**

- a. CF will provide information to the schools regarding the requirements for participation in, and the educational benefits to be derived from, Career Pathways or other accelerated programs.
- b. The school in turn will utilize printed, published, electronic, or other media to notify students and their parents or guardians of the opportunity to participate in these articulated acceleration programs. The schools will also provide information, using these same methods, to students and their parents or guardians regarding the eligibility criteria for participation in these programs

**C. Eligibility criteria for student participation**

- a. Eligibility for participation in a Career Pathways program of study is determined by a student's enrollment in a Career & Technical Education Program of Study. A student who is defined as a "concentrator" is a student who has enrolled in three (3) or more courses in a CTE Program of Study) and has met the minimum academic requirements of a "B" (3.0) in the CTE Program is considered a Career Pathway student.
- b. Career Pathways students who are eligible for articulated credits and desire to attend CF in an aligned Associate of Science degree (A.S.) program must apply for a CF student identification number and request to take an end-of-course exam for the articulated credit. Students, who pass an Industry Certification on the Gold Standard Career Pathways Articulation Agreements of Industry Certification to AAS/AS Degree, are exempt from taking the end of course exam for the courses specified in Appendices. ([http://www.fl DOE.org/workforce/dwdframe/artic\\_indcert2aas.asp](http://www.fl DOE.org/workforce/dwdframe/artic_indcert2aas.asp))

**D. Institutional responsibilities for student screening prior to enrollment and monitoring enrolled students**

- a. The Levy County School Board shall identify those students who have completed Career Pathways courses of study and are current seniors (within 12 months of high school graduation) and shall so notify the College of Central Florida.
- b. CF will make available advising services to Career Pathways students, as provided to all CF students.

**E. Awarding college credit for articulated Career Pathways courses**

- a. To receive Career Pathways credit, students must demonstrate mastery of articulated career and technical courses by earning at least a grade of "B" average (3.0) as indicated on their official high school transcripts. Additionally, students may also be required to pass the Industry Certification identified on the Gold Standard State Wide Articulation Agreement, an exam and/or approved alternative assessment of work to demonstrate mastery of course material at a level acceptable to the College of Central Florida.
- b. The articulated Career Pathways credits will be awarded and posted to the student's CF transcript upon acceptance to CF and his/her declaration of an A.S. program of study. The articulated CF courses will be awarded a grade of "S" and will not factor into the student's CF grade point average.
- c. Statewide Career and Technical Education Articulation agreements which are based on nationally recognized industry certification support the Department of Education's Next Generation Strategic Areas of Focus (number three) effort to "expand opportunities for postsecondary degrees and certifications." Gold Standard Career Pathways Industry Certification to AAS/AS Degree Statewide Articulation Agreements based on nationally recognized industry certification does not preclude CF from granting additional credit based on the local agreement. See Appendices for a full list of articulated credits.

**F. Criteria by which the instructional quality will be maintained**

- a. CF will work with the Levy County School Board personnel to provide program and related course learning outcomes, curriculum and other resources to help ensure that the quality of instruction provided the high school students in the Career Pathways articulated courses is comparable to that afforded CF students enrolled in said program.



#### **G. Cost of Career Pathways**

- a. Students who receive Career Pathways credits shall be exempt from the payment of registration and laboratory fees for the CF courses for which they receive articulated credit.

#### **H. Program review**

- a. CF and the Levy County School Board personnel will, on an annual basis, review and revise the articulation agreement to keep it aligned with the most current program and course requirements. All Career Pathway programs offered by the College of Central Florida are annually reviewed and revised to accommodate and adapt to changing labor market trends and demands.
- b. Upon request, CF will work with the Levy County School Board personnel to develop additional articulated Career Pathways programs of study as new programs are added at the secondary and/or postsecondary levels.

### **IV. MECHANISMS AND STRATEGIES FOR IMPROVING THE PREPARATION OF ELEMENTARY, MIDDLE, AND HIGH SCHOOL TEACHERS**

- A. There shall be established a consortium among CF, and the school boards of Citrus, Marion, and Levy Counties to affect collaborative methods for improving the preparation of elementary, middle, and high school teachers.
- B. Additionally, methods for providing support to the public school systems in recruiting, retaining, and recertifying teachers will be developed by the consortium members.
- C. Training programs will be developed to provide professional development to meet the needs of teacher mandates. These courses and programs will be made available to the public school systems in Citrus, Marion, and Levy Counties at various times and places.
- D. The members of the consortium will promote the advantages of partnering in educational programming.
- E. The members of the consortium will work to provide a coordinated effort to develop and implement alternative certification procedures and programs for classroom teachers.
- F. The members of the consortium will work to provide a coordinated effort to develop and implement methods for state and federal mandates.
- G. The members of the consortium, in developing these programs, will strive to utilize new technologies in the training programs, to address critical needs of teachers and public school systems in implementing them, and to include both pre-service and in-service initiatives in so doing.

### **V. MISCELLANEOUS**

- A. **Excess Funds:** Any party receiving funds erroneously paid by School District under this Agreement shall promptly notify and return to School District such erroneously paid funds.
- B. **Entire Understanding:** This Agreement represents the entire understanding and agreement between the parties with respect to the subject matter hereof, and supersedes all other understanding(s) and agreement(s) by the parties.
- C. **Amendments:** The provisions of this Agreement may only be amended, supplemented, waived, or changed in writing, by making specific reference to this Agreement, and then signed by both parties.
- D. **Governing Law & Venue:** This Agreement and all transactions contemplated hereunder shall be governed by, and construed and enforced in accordance with, the laws of the state of Florida without regard to principles of conflicts of laws. Venue for any litigation related hereto shall be in Marion County, Florida.
- E. **Compliance with Laws and Policies:** Each party shall comply with all applicable federal and state laws, codes, rules, and regulations and School District policies in performing its duties, responsibilities, and obligations pursuant to this Agreement.
- F. **Public Records:** IF CF HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO CF'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE CUSTODIAN OF

**RECORDS AT: PUBLIC RELATIONS AND COMMUNICATION OFFICER: JOHN LOTT, ASSISTANT SUPERINTENDENT OF SCHOOLS, AT (352) 486-5231, JOHN.LOTT@LEVYK12.ORG OR IN PERSON AT 480 MARSHBURN DRIVE, BRONSON, FLORIDA 32621.**

**IF THE SCHOOL BOARD HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO SCHOOL BOARD'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE CUSTODIAN OF RECORDS AT: [CHARLES PRINCE, VP ADMINISTRATION AND FINANCE AT (352)-854-2322, EXT. 1637, PRINCECH@CF.EDU OR IN PERSON AT 3001 SW COLLEGE ROAD, OCALA, FL 34474. §119.0701, FLA. STAT. (2020)**

- G. **Non-Discrimination**: The parties agree that no person shall be subjected to discrimination because of age, race, color, handicap, disability, pregnancy, gender, marital status, national origin, or religion in the performance of the parties respective duties, responsibilities, and obligations under this Agreement.
- H. **No Waiver of Sovereign Immunity**: Nothing herein is intended to waive sovereign immunity by any agency or political subdivision to which sovereign immunity may be applicable, or of any rights or limits of liability existing under §768.28, Fla. Stat. (2020). This term shall survive the termination of all performance or obligations under this Agreement and shall be fully binding until such time as any proceeding brought under this Agreement is barred by any applicable statute of limitations.
- I. **Inspector General Audits**: The parties shall comply and cooperate immediately with any inspections, reviews, investigations, or audits relating to this Agreement as deemed necessary by the Florida Office of the Inspector General or by any other Florida official with proper authority.
- J. **No Third Party Beneficiaries**: Nothing herein shall be construed as consent by any agency or political subdivision of the state of Florida to be sued by third parties in any matter arising out of this Agreement, or to confer any rights in any third party.
- K. **Waiver**: A waiver by either party of a breach or failure to perform hereunder shall not constitute a waiver of any subsequent breach or failure to perform. Any waiver of insurance requirements as provided by this Agreement and/or the policies of School District does not relieve CF of the indemnification provisions required by this Agreement.
- L. **Assignment**: Neither CF nor School District may assign or transfer any interest arising in or from this Agreement without the prior written consent of both parties. Should an assignment occur upon mutual consent, this Agreement shall inure to the benefit of and be binding upon the parties hereto and their respective heirs, representatives, successors and assigns.
- M. **Notices**: All notices, requests, consents and other communications required or permitted under this Agreement shall be in writing and hand delivered by messenger or courier service; faxed; emailed; or mailed by Registered or Certified Mail (postage prepaid), Return Receipt Requested, addressed to:

Raphel Robinson, the College of Central Florida  
3001 SW College Road  
Ocala, FL 34474  
Email: [raphel.robinson@cf.edu](mailto:raphel.robinson@cf.edu)  
Office Number: 352-854-2322

John Lott, the School Board of Levy County, Florida  
480 Marshburn Drive  
Bronson, FL 32621  
Email: [john.lott@levyk12.org](mailto:john.lott@levyk12.org)  
Office Number: 352-486-5231

Or to such other address (es) as the parties may mutually designate by notice complying with the terms of this Agreement. Each such notice shall be deemed delivered:

- (a) On the date delivered, if by personal delivery,
- (b) On the date faxed or emailed, if by facsimile or email, and
- (c) On the date upon which the Return Receipt is signed or delivery is refused or the notice is designated by the postal authorities as not delivered, if mailed.

**VI. ACCOUNTABILITY**

This Agreement and the policies and allocation of responsibility shall be effective upon being signed by the chairman of The School Board of Levy County, Florida and the chair of the District Board of Trustees of the College of Central Florida, but shall be executed before registration for the fall term of the following school year. Additions and deletions may be made at any time upon the mutual agreement of CF’s President and the District School Board’s Chair. Courses of study and programs are to be incorporated into the Agreement before instruction begins. This Agreement shall be valid for the 2020-2021 school year.

IN WITNESS WHEREOF, The School Board of Levy County, Florida and the District Board of Trustees of the College of Central Florida have adopted this Agreement and caused it to be executed by their respective chairmen and chief executive officers in accordance with §1007.23, Fla. Stat. (2020), Statewide Articulation Agreement.

_____	_____
Date	Joyce Brancato, Chair, District Board of Trustees, College of Central Florida

_____	_____
Date	Paige Brookins, Board Chair, The School Board of Levy County, Florida

Payroll From	Period Thru	MUST Be In Co. Office @ 9:00 AM	Checks Go Out	L/R Mgs. & Assts.	L/R Workers	BUS DRAIDES	10 Month Custodian	10 Mo Sec CDA Tchr	Clerks & Aides	11 Mo Secretary	11 Mo Sub Coord
07/01/20	07/15/20		07/30/20								3
07/16/20	07/31/20	08/03/20	08/14/20				1			8	9
08/01/20	08/15/20	08/17/20	08/31/20	10	8	6	10	10	8	10	10
08/16/20	08/31/20	09/02/20	09/15/20	11	11	11	11	11	11	11	11
09/01/20	09/15/20	09/17/20	09/30/20	11	11	11	11	11	11	11	11
09/16/20	09/30/20	10/02/20	10/15/20	11	11	10	11	11	11	11	10
10/01/20	10/15/20	10/16/20	10/30/20	11	10	10	11	11	10	11	10
10/16/20	10/31/20	11/02/20	11/13/20	11	11	11	11	11	11	11	11
11/01/20	11/15/20	11/13/20	11/20/20	9	9	9	9	9	9	9	9
11/16/20	11/30/20	12/02/20	12/15/20	7	7	7	7	7	7	7	7
12/01/20	12/15/20	12/09/20	12/18/20	11	11	11	11	11	11	11	10
12/16/20	12/31/20	01/05/21	01/15/21	4	4	4	4	4	4	4	4
01/01/21	01/15/21	01/15/21	01/29/21	11	9	9	11	11	9	11	9
01/16/21	01/31/21	02/02/21	02/12/21	9	9	9	9	9	9	9	9
02/01/21	02/15/21	02/16/21	02/26/21	11	11	11	11	11	11	11	11
02/16/21	02/28/21	03/02/21	03/15/21	9	9	9	9	9	9	9	8
03/01/21	03/15/21	03/15/21	03/31/21	11	10	10	11	11	10	11	10
03/16/21	03/31/21	04/01/21	04/15/21	7	7	7	7	7	7	7	7
04/01/21	04/15/21	04/16/21	04/30/21	11	11	11	11	11	11	11	11
04/16/21	04/30/21	05/03/21	05/14/21	11	11	11	11	11	11	11	11
05/01/21	05/15/21	05/17/21	05/28/21	10	10	10	10	10	10	10	10
05/16/21	06/01/21	06/02/21	06/15/21	11	9	9	11	10	10	11	11
06/01/21	06/30/21	06/16/21	06/30/21				12			11	8
4N/1Timesheets		06/16/21	06/22/21								

197	189	186	210	196	190	216	210
8/3/20	8/5/20	8/7/20	7/30/20	8/3/20	8/5/20	07/20/20	07/13/20
6/1/21	5/27/21	5/27/21	6/22/21	5/28/21	5/28/21	06/21/21	06/15/21
8/3,4,5,6,7	8/5,6,7/20	8/7	7/30	8/3,4,5,6,7	8/5,6,7/20	7/20,21,22,23	7/13,14,15,16
9/21	9/21	12/4	8/3,4,5,6,7/20	9/21	9/21	7/27,28,29,30	7/20,21,22,23
10/12	12/4	2/16	9/21	10/12	12/4	8/3,4,5,6,7	7/27,28,29,30
12/4	2/16		10/12	12/4	2/16	9/21	8/3,4,5,6,7
1/4,5			12/4	1/4,5	5/28	10/12	5/28
2/16			1/4,5/21	2/16		12/4	6/1,2,3
3/15			2/16	3/15		1/4,5/21	6/7,8,9,10
5/28			3/15	5/28		2/16	6/14,15
6/1			5/28			3/15	
			6/1,2,3,7,8,9,10			5/28	
			6/14,15,16,17,21,22			6/1,2,3,7,8,9,10	
14	6	3	27	13	7	30	27

## 2020-2021

## July 2020

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
					0	

## August 2020

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					19

## September 2020

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
						22

## 177 Student Days-7 Workdays-6 Holidays

## PAID HOLIDAYS (6)

LABOR DAY: 9/7/2020
THANKSGIVING: 11/26/2020
CHRISTMAS: 12/25/2020
NEW YEARS DAY: 1/1/2021
PRESIDENTS DAY: 2/15/2021
GOOD FRIDAY 4/02/2021

## October 2020

Su	M	Tu	W	Th	F	Sa
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						21

## November 2020

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
						16

## December 2020

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
						15

## NON WORKDAYS

TWK: 10/12/2020
VETERANS DAY: 11/11/2020
THANKSGIVING: 11/23,24,25,27/2020
CHRISTMAS BREAK: 12/21,22,23,24,28,29,30,31/2020
PD DAY: 1/4/2021
TWD: 1/5/2021
MLK: 1/18/2021
SPRING BREAK: 3/22-26/2021

## WORKDAYS (7):

August 5,6,7, 2020  
 September 21, 2020  
 December 4, 2020  
 February 16, 2020  
 May 28, 2021

## January 2021

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						18

## February 2021

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
						20

## March 2021

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						17

## April 2021

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
						22

## May 2021

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					20

## June 2021

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
						0

FIRST DAY: 8/5/2020

LAST DAY: 5/28/2021

BOARD APPROVED:



## **2.091\* - ~~Parent / Family Involvement~~ Parent and Family Engagement**

### **POLICY:**

The School Board of Levy County firmly believes that the education of the children in our district is a shared responsibility of the school and family. In order to accomplish our goal of preparing our students for successful futures, the district, individual schools, and parents must work in a coordinated partnership.

This district and its schools, in collaboration and cooperation with parents, community involvement programs, federal entitlement programs, and school improvement initiatives, shall establish programs and practices that enhance parent involvement and family engagement. These programs will be comprehensive, organized, regularly evaluated, and include the following components:

- Communication between home and school is regular, two-way, and meaningful.
- Responsible parenting is promoted and supported.
- Parents play an integral role in assisting student learning.
- Parents are welcome in the school, and their support and assistance are sought.
- Parents are full partners in the decisions that affect children and families.
- Community resources are made available to strengthen school programs, family practices, and student learning.

The School Board supports professional development opportunities for staff members to enhance the understanding of effective parent involvement and family engagement strategies.

The Levy County School District will foster and support active parent involvement and family engagement, and through its evaluations, determine the effectiveness of increasing parent participation; identify barriers to greater parent participation; report the findings to the Department of Education; and make changes if necessary.

The District will monitor each school to insure that it:

- Develops and disseminates a ~~parent involvement policy~~ Parent and Family Engagement Plan with parents involved in the process
- Provides information to parents about the school's programs
- Offers flexible parent/staff meeting times
- Develops and uses the school-parent compacts
- Provides training for parents in working with their children to improve academic achievement
- Provides opportunities for parent/teacher meeting conferences
- ~~Provides parent resource labs~~

The District will:

- Provide a parent resource lab
- Collaborate with schools in providing workshops for parents
- Collaborate with schools to provide family literacy projects
- ~~Assist schools in providing information for parents in other languages, as needed~~  
provide full opportunities for parents with disabilities, parents with limited English proficiency and parents of migratory children to participate in school and parental involvement activities and programs.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAWS IMPLEMENTED:

1000.21, 1001.42, 1001.51, 1001.54, 1002.20,  
1002.23, 1003.33, 1006.07, 1008.25, 1012.98 F.S.  
Every Student Succeeds Act, Title I, Part A, Subpart 1, Section 1116

HISTORY:

Adopted: 12/02/03  
Revision Date(s): 06/01/20  
Formerly:

## ***5.19 - Educational Records of Pupils and Adult Students***

### **POLICY:**

Student educational records are maintained to facilitate the instruction, guidance, and educational progress of pupils and adult students. The rights of pupils and their parents or guardians shall be protected with respect to records and reports as created, maintained, and used by the School Board of Levy County. An annual written notice shall be provided to inform parents, guardians and adult students of their rights as defined in 1002.22, F.S.

#### **(1) The Cumulative Student Record**

- (a) A student's cumulative record shall contain information in the following classifications:

##### **1. Category A**

Permanent information kept current on the Florida Permanent Record Card (6A-1.0955(3))

- a. Full legal name and any known changes
- b. Birth date, place of birth, race, ethnicity and sex
- c. Last known address
- d. Name(s) of student's parent(s) or guardian
- e. Name and location of last school attended
- f. Attendance data to include date enrolled and date withdrawn
- g. Academic record
- h. Date of graduation or program completion
- i. Records of requests for access to and disclosure of personally identifiable information from the education records of the student as required by FERPA.

##### **2. Category B**

Temporary information, subject to periodic review and



elimination (6A-1.0955(4))

- a. Health information
- b. Family background data
- c. Standardized test scores
- d. Educational and career plans
- e. Student services reports, including all exceptional student information required by Florida Statutes
- f. Honors and activities
- g. Work experience reports
- h. Correspondence from community agencies or private professionals
- i. Drivers education certificate
- j. List of schools attended
- k. Written agreements of corrections, deletions or expunctions as a result of meetings or hearings to amend educational records.
- l. Records designated for retention by the Florida Department of state in General Records Schedule GS7 for *Public Schools Pre-K–12, Adult and Vocational/Technical*.

(b) Change of Record

A pupil's record may not be changed or altered in any manner except by authorization or direction of the principal to correct any error or other valid cause. Any change on the record shall be signed by the person making the change.

(c) Security of Records

The principal shall develop a procedure to insure the security and accountability of student records. (6A-1.0955(8)(a)) Under no condition shall the records be removed from the school building except by order of the court or upon direction of the Board.

The School Board office shall maintain a listing of the types and locations of education records and the coordinators and/or principals will be responsible for these records.

(d) Availability of Records

A student's record shall be available for inspection or review as follows:

1. Upon request, the principal shall make the record available for inspection by the Superintendent.
2. The record shall be available to members of the professional staff of the school who have a valid and legal interest in the student.
3. The principal shall designate the appropriate personnel to share relevant health information to those that have a valid and legal interest in the student.
4. The permanent cumulative record shall be available to the parent or guardian in the presence of the principal or his/her designated representative.
5. A court of competent jurisdiction may inspect the record or issue a court subpoena relative to a record.

(e) Biometric Information

The District shall not collect or retain information including biometric information restricted by 1002.22, F.S.

(f) Voluntary Prekindergarten

The individual records of children enrolled in the Voluntary Prekindergarten Education Program shall be maintained as confidential records exempt from the public records law as required by Florida Statutes.

(g) Interagency Agreements

A school may release a student's education records to partners to an

interagency agreement among the Department of Juvenile Justice, the school, law enforcement authorities and other signatory agencies as allowed by law.

- (2) Annual Notice of Parents' Rights Regarding Student Records (1002.22, (3) F.S.)
  - (a) An annual written notice shall be sent to inform parents or guardians of pupils and adult students of their rights concerning student records. An alternate method of notice shall be used to inform those persons who cannot comprehend a written notice in English.
  - (b) The notice shall include, but is not limited to, the following:
    - 1. Right of Access
    - 2. Right of Waiver of Access
    - 3. Right to Challenge and Hearing
    - 4. Right of Privacy
  - (c) This notice will also inform parents that they may review Levy County School Board policies regarding educational records at the School Board Office in Bronson or on the SBLC website.
- (3) Disclosure of Personally Identifiable Information (1002.22 (3) (d) F.S.)
  - (a) Personally identifiable information may be periodically disclosed to school officials, other school systems, accrediting organizations, and governmental agencies, including military recruiters, as set forth in applicable statutes, appropriate parties in connection with an emergency, health and safety emergencies, student financial aid, organizations conducting studies, the Auditor General, and as evidence in hearings conducted by the Board.
  - (b) If a parent chooses not to have any of the aforementioned information disclosed, they may opt out by notifying the principal or designee in writing indicating their desired intent. Within thirty (30) days of distribution of the Code of Student Conduct.
  - (c) Except as noted in this rule or as permitted by statutes, release of personally identifiable information shall be made only upon written consent of the parent or guardian or adult student, or through a legally binding instrument or court order.

- (d) Written consent, when required, shall have the dated signature of the parent or guardian or adult student, and shall include specifications of the records disclosed, purpose of the disclosure, and the party or agency to whom the record is transferred.
- (4) The District shall not collect or retain information including biometric information restricted by 1002.222, F.S.
- (5) Provisions for Challenging Content of Records (6A-1.0955(6)(k))

If an adult student, parent, or guardian challenges the content of records as misleading, inaccurate, or a violation of their privacy, the following procedures shall be employed:

- (a) An informal meeting between parent and school will be called at which any of the following may be done:
  - 1. Make corrections
  - 2. Make deletions
  - 3. Exchange material
  - 4. Add a statement of explanation or rebuttal to a file

Such agreements shall be in writing and signed by both parties. The principal will take the necessary action to implement the agreement.

- (b) A hearing may be requested by either party when agreement cannot be reached informally. Upon request of the parent, guardian, pupil, or student, the hearing shall be exempt from the requirements of 286.011, F.S. The hearing shall be conducted within a reasonable time and as follows:
  - 1. The hearing shall be conducted and the decision rendered by an official of the educational institution or other party who does not have a direct interest in its outcome.
  - 2. The parent, guardian, pupil, or student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised under this paragraph.
  - 3. The decision shall be rendered in writing within a reasonable period of time after the conclusion of the hearing.
  - 4. The appropriate school officials shall take the necessary

actions to implement the decision.

(6) Transfer of Records

Student records shall be transferred as hereinafter prescribed: (6A-1.0955(7))

(a) Public Schools Within the District

Upon notification by the principal of the receiving school that a pupil has enrolled there, the cumulative permanent record shall be forwarded immediately to the receiving school. A copy of the student's academic record shall be retained in the files of the original school.

(b) Private Schools and Public Schools Outside the School District

The insert or a transcript of the cumulative record shall be sent upon the notification by the principal that the pupil has enrolled in his/her school. The sending school shall retain the cumulative folder. Any transcript of a pupil's record shall include:

1. Personal data
2. Academic record (grades)
3. Attendance and health record
4. Standardized test results
5. Psychological test results

(c) Permissive Transfer Requests

With the permission of the parent, guardian, or a student enrolled in senior high school, a transcript may be sent to individuals and agencies.

(d) The principal shall establish a procedure for sending transcripts of records.

(7) Other Transfer Situations

- (a) When a school is closed or phased out, the inactive records shall be immediately transferred to the school center which replaced the former school, as related to grades and the area served, or as

- otherwise directed by the Superintendent.
- (b) Current records shall be transferred at the close of the school year for students who will attend a different school the following year due to geographic boundary changes, promotion from an elementary to a middle school, or from a middle to a high school. Such records shall be transferred without request following the close of the school term.
- (8) There shall be only one cumulative permanent record for each child. This record shall be kept current from year to year and shall follow the pupil throughout his/her career in the public schools of the district. Under no conditions shall a grade or grades be withheld from the permanent records.

STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

LAWS IMPLEMENTED: 119.07(1), 119.071, 1001.43, 1001.52, 1002.22, 1002.221, 1002.222, 1002.72, 1003.25, 1008.386  
F.S. 20 USC 1232g (34 CFR PART 99), PL 103-382  
(34 CFR Pt. 99)

HISTORY: Adopted: 06/17/97

Revision Date(s): 11/17/98, 10/19/99, 12/03/02  
05/06/03, 01/20/2015, **TBD**

Formerly:



## ***5.021 – Homeless Students***

### **POLICY:**

- (1) Homeless children and youth who live within the county (or school district) who experience homelessness, including those not currently enrolled due to homelessness will have equal access to the same free, appropriate public education, including public preschool education, as provided to other children and youths and other services needed to ensure an opportunity to meet the same challenging State academic standards to which all students are held and to fully participate in the district's academic and extracurricular activities and not be stigmatized or segregated on the basis of their status as homeless.
- (2) Definitions
  - (A) Homeless children and youths

Individuals who lacks a fixed, regular and adequate nighttime residence and includes: children and youths who

    - (1) Are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;
    - (2) Are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
    - (3) Are living in emergency or transitional shelters, or are abandoned in hospitals;
    - (4) Have a primary nighttime residence that is
      - (a) A supervised shelter designed to provide temporary living accommodations;
      - (b) An institution providing temporary residence for persons who are to be institutionalized; or
      - (c) A public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
    - (5) Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or
    - (6) Are migratory children who are are living in circumstances described above.



- (B) Unaccompanied Homeless Youth – A child or youth who is not in the physical custody of a parent or guardian.
  - (C) School of Origin – The school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including preschool.
  - (D) Enroll and Enrollment – Attending classes and participating fully in school activities.
  - (E) Eligible School-the school of origin, the school zoned for the address where the student is temporarily residing, or another school which students residing in that attendance zone are eligible to attend
  - (F) Designated receiving school-includes the next level school, elementary from prekindergarten, middle from elementary, high from middle, that a homeless child or youth, whose homelessness continues into the next school year, may attend when that next level school is the district designated school for those students in the homeless student's school or origin.
- (3) The District shall designate an appropriate staff person able to carry out the duties described in the McKinney- Vento Act, as the district's liaison for homeless children and youth.
- (4) The District shall seek to remove barriers to:
- (A) Identifying homeless children and youth
  - (B) Enrolling and retaining of homeless children and youth in school.
  - (C) Provide access to homeless children to public preschool programs administered by the district
  - (D) Provide appropriate credit for full or partial coursework satisfactory completed by homeless children and youth while attending a prior school
  - (E) Provide access for homeless children and youth to academic and extracurricular activities.
  - (F) Immediately enroll homeless children and youth to a qualified school
- (5) The District shall coordinate district programs and collaborate with other school districts, community service providers and organizations, including:

- (A) Local social services and other community agencies to provide support to homeless students and their families.
  - (B) Other school districts regarding homeless student- related transportation, transfer of school records, and other inter-district activities, as needed,
  - (C) Housing authorities, and
  - (D) Exceptional student education
- (6) The District shall ensure the immediate enrollment of homeless students.
- (A) A homeless child or youth may continue their education in the school of origin for the duration of homelessness in any case in which a family becomes homeless between academic years or during an academic year.
  - (B) Keeping the child or youth in the school of origin is presumed to be in the child's best interest, except when doing so is contrary to the request of the child's or youth's parent or guardian, or (in the case of an unaccompanied youth) the youth.
  - (C) When considering placement in a school other than the child's or youth's school of origin, the district will consider student- centered factors to determine a placement that is in the student's best interest.
  - (D) The eligible school selected shall immediately enroll the homeless child or youth, even if the child or youth missed an application or enrollment deadline during any period of homelessness.
  - (E) When a school other than the school of origin is selected, will remove barriers to enrollment and enroll homeless children and youths immediately, even if they cannot produce records or otherwise meet enrollments, including:
    - 1. Previous academic records
    - 2. Immunizations or other health records
    - 3. Birth certificate
    - 4. Proof of residency
    - 5. Guardianship
    - 6. Uniform or dress code requirements

7. Outstanding fees, fines, or absences
  8. Other required documentation.
- (7) A homeless student who becomes permanently housed during the academic year, may remain at their school of origin for the remainder of the academic year and continue to receive all McKinney- Vento Act benefits.
  - (8) Children and youths experiencing homelessness, and who meet the relevant eligibility criteria, will have access to all available academic and extracurricular activities for which they meet relevant eligibility criteria.
  - (9) Unaccompanied homeless high school youth will receive counseling to prepare and improve their readiness for postsecondary education.
  - (10) Each school provides services to homeless children and youths that are comparable to services offered to non- homeless students in their school, including the following:
    - (A) Transportation services;
    - (B) Educational services for which the child or youth meets the eligibility criteria;
      - 1) Title 1
      - 2) Exceptional Student Education
      - 3) Educational programs for English learners
    - (C) Programs in career and technical education;
    - (D) Programs for gifted and talented students;
    - (E) School nutrition programs;
    - (F) Preschool programs administered by the LEA.
  - (11) The District assures that records will be
    - (A) Treated as student education record, and shall not be deemed to be directory information, under section 444 of the General Education Provisions Act.
    - (B) Maintained for each homeless child or youth, including:
      - 1) Immunization or other required health records;
      - 2) Academic records;
      - 3) Guardianship records; and;
      - 4) Evaluations for special services.

- (C) Made available, in a timely fashion, when a child or youth enters a new school.
  - (D) Held confidential in a manner consistent with section 444 of the General Education Provision Act.
- (12) If requested by the parent of a homeless child or by the liaison on behalf of an unaccompanied youth, the district shall be responsible for providing or arranging transportation to and from a child's or youth's school of origin, or, in the case of an unaccompanied homeless youth, the district's designated liaison for homeless children and youth.
- (A) When the child's or youth's living arrangements are in an area served by another school district (district of residence), this school district (district of service) will coordinate with the district of residence to agree upon a method to apportion the responsibility and costs for providing the child or youth with transportation to and from the school of origin.
- (13) When considering placement in a school other than the child's or youth's school of origin, the district will consider student-centered factors to determine a placement that is in the student's best interest.
- (14) When the district determines that a placement other than the school of origin is in the best interest, the district will provide the parent, guardian, or unaccompanied homeless youth with:
- (A) A written explanation in a manner and form understandable to the parent, guardian, or unaccompanied youth, and
  - (B) Information on the right to appeal the placement determination.
- (15) During a school selection dispute,
- (A) The child or youth will either remain enrolled in the student's school of origin or shall be immediately enrolled in the eligible school in which enrollment is sought, either the school zoned for the address where the student is residing or another school which students residing in that attendance zone are eligible to attend, pending final resolution of the dispute including all available appeals;
  - (B) The parent or guardian of the child or youth or, in the case of an unaccompanied youth, the youth shall be provided with a written explanation of any decisions related to school selection or enrollment made by the school or the district, including the rights of the parent, guardian, or unaccompanied youth to appeal such decisions;

- (C) The parent, guardian, or unaccompanied youth shall be referred to the district's designated homeless liaison to carry out the dispute resolution process as expeditiously as possible.

STATUTORY AUTHORITY:

1001.41, 1001.42, 1003.21, F.S.

LAW(S) IMPLEMENTED:

382.002, 1000.21, 1001.43, 1003.01,  
1003.21, 1003.22, F.S.

MCKINNEY-VENTO HOMELESS  
ASSISTANCE ACT, P.L. 100-77

~~NO CHILD LEFT BEHIND ACT OF  
2001, P.L. 107-110~~

Every Student Succeeds Act of 2015. PL 114-95  
20 USC 6311(g)(1)(F)

HISTORY:

Adopted: 1/22/13

Revision Date(s): 08/20/13, 07/25/2017  
7/23/2018, **TBD**

## ***5.025 – Educational Stability for Children in Foster Care***

### **POLICY:**

- (1) The District shall collaborate with child welfare agencies to ensure educational stability for children in foster care.
- (2) The District shall designate a contact person for students in foster care. The point of contact will be reported to the Florida Department of Education and the local child welfare agency.
- (3) The District shall ensure that children in foster care remain in the school of origin when it is in the best interest of the child.
- (4) If it is determined that it is not in the child's best interest to remain in the school of origin, the District shall expedite transfer and enrollment in the new school.
- (5) Transportation shall be provided so that a child in foster care may remain in the school of origin. The District and the child welfare agency shall negotiate the cost of transportation.
- (6) The District shall ensure that children in foster care receive all appropriate services.
- (7) Relevant personnel shall be trained on the requirements relating to educational stability for students in foster care and the procedures for best interest determination and transportation.
- (8) The Superintendent shall develop procedures for ensuring educational stability for students in foster care. Procedures shall include but are not limited to
  - A. Identification of students in foster care;
  - B. Role of the point of contact;
  - C. Determination of the child's retention in the school of origin or placement in another school;
  - D. A dispute resolution process developed with the child welfare agency to be used when all parties do not agree on the proposed placement of the student;
  - E. Methods of providing transportation to maintain enrollment in the school of origin or to provide transportation to a different school;
  - F. Process for expediting enrollment and attendance in another school if it is determined to be in the best interest of the child;
  - G. Process for expediting transfer of student records to the enrolling school if the student does not remain at the school of origin.

- H. Training for staff regarding the requirements for maintaining stability for children in foster care and the effects placement in foster care on students.

**STATUTORY AUTHORITY:** 1001.41, 1001.42, 1003.21, F.S.

**LAW(S) IMPLEMENTED:** 1000.21, 1001.43, 1003.01, 1003.21,  
1003.22, 1003.25, F.S.

Elementary and Secondary Education Act of 1965, P.L. 89-10

~~No Child Left Behind Act of 2001, P.L. 107-110~~

Family Educational Rights and Privacy Act, 20 USC 1232g

Fostering Connections Act of 2008, P.L. 110-351

Every Student Succeeds Act of 2015, P.L. 114-95

20 USC 6311(g)(1)(F)

**HISTORY:**

**ADOPTED:** 07/25/2017

**REVISION DATE(S)** 07/23/2018 TBD

**FORMERLY:** New

## ***5.38 - Bullying and Harassment***

### **POLICY:**

#### **1. Statement Prohibiting Bullying and Harassment**

- A. It is the policy of the School Board of Levy County that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. The District will not tolerate bullying and harassment of any type. Conduct that constitutes bullying and harassment, as defined herein, is prohibited.
- B. The District upholds that bullying or harassment of any student or school employee is prohibited
  - 1. During any education program or activity conducted by a public K-12 educational institution;
  - 2. During any school-related or school-sponsored program or activity;
  - 3. On a school bus of a public K-12 educational institution;
  - 4. Through the use of data or computer software that is accessed through a computer, computer system, or computer network of a public K- 12 education institution within the scope of the School District, meaning regardless of ownership, any computer, computer system, computer network that is physically located on school property or at a school-related or school sponsored program or activity; or
  - 5. Through the use of data or computer software that is accessed at a non-school-related location, activity, function, or program or through the use of technology or an electronic device that is not owned, leased, or used by the School District or a school, if the bullying substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by a school or substantially disrupts the education process or orderly operation of a school. School staff is not required to monitor any non-school-related activity, function, or program.

#### **2. Definitions**

- A. Accused is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events, on school buses, and at training



facilities or training programs sponsored by the District who is reported to have committed an act of bullying, whether formally or informally, verbally or in writing, of bullying.

B. Bullying includes cyber-bullying and means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to

1. Teasing;
2. Social Exclusion;
3. Threat;
4. Intimidation;
5. Stalking;
6. Cyber-stalking
7. Physical violence;
8. Theft;
9. Sexual, religious, or racial harassment;
10. Public **or private** humiliation; or
11. Destruction of property.

The term *bullying* shall include Cyber-bullying whether or not specifically stated.

C. Complainant is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other person who formally or informally makes a report of bullying, orally or in writing.

D. Cyber-bullying means bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of

any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo electronic system, or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages, or facsimile communications. Cyber-bullying includes the creation of a webpage or weblog in which the creator assumes the identify of another person, or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyber-bullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

- E. Cyber-stalking as defined in s. 784.048(1)(d), F.S., means to engage in course of conduct to communicate, or cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.
- F. Harassment means any threatening, insulting or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that
  - 1. Places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
  - 2. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
  - 3. Has the effect of substantially negatively impacting a student's or employee's emotional or mental well-being; or
  - 4. Has the effect of substantially disrupting the orderly operation of a school.
- D. Bullying and harassment also encompass
  - 1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
  - 2. Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean,

dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by

- a. Incitement or coercion;
- b. Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the District school system;
- c. Acting in a manner that has an effect substantially similar to the effect of bullying or harassment.

### 3. Behavior Standards

- A. The Levy County School District expects students to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.
- B. The District believes that standards for student behavior must be set cooperatively through interaction among the students, parents/legal guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for District and community property on the part of students, staff, and community members. Because students learn by example, school administrators, faculty, staff, and volunteers will demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate bullying or harassment.

### 4. Consequences

- A. Committing an act of bullying or harassment
  - 1. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action.
  - 2. Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the *Code of Student Conduct*.

3. Consequences and appropriate remedial action for a school employee, found to have committed an act of bullying or harassment, shall be determined in accordance with District policies, procedures, and agreements. Additionally, egregious acts of harassment by certified educators may result in a sanction against an educator's state issued certificate.
4. Consequences and appropriate remedial action for a visitor or volunteer, found to have committed an act of bullying or harassment, shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

B. Wrongful and intentional accusation of an act of bullying or harassment

1. Consequences and appropriate remedial action for a student, found to have wrongfully and intentionally accused another as a means of bullying or harassment, range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the *Code of Student Conduct*.
2. Consequences and appropriate remedial action for a school employee, found to have wrongfully and intentionally accused another as a means of bullying or harassment, shall be determined in accordance with District policies, procedures, and agreements.
3. Consequences and appropriate remedial action for a visitor or volunteer, found to have wrongfully and intentionally accused another as a means of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

5. Reporting an Act of Bullying or Harassment

- A. At each school, the principal or the principal's designee shall be responsible for receiving complaints alleging violations of this policy.
- B. All school employees are required to report alleged violations of this policy to the principal or the principal's designee.
- C. All other members of the school community, including students, parents/legal guardians, volunteers, and visitors are encouraged to report any act that may

be a violation of this policy anonymously or in person to the principal or principal's designee.

- D. The principal of each school in the District shall establish and prominently publicize to students, staff, volunteers, and parents/legal guardians, how a report of bullying or harassment may be filed either in person or anonymously and how this report will be acted upon.
- E. The victim of bullying or harassment, anyone who witnessed the bullying or harassment, and anyone who has credible information that an act of bullying or harassment has taken place may file a report of bullying or harassment.
- F. A school employee, school volunteer, student, parent/legal guardian or other person who promptly reports in good faith an act of bullying or harassment to the appropriate school official and who makes this report in compliance with the procedures set forth in the District policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident.
- G. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments.
- H. Any written or oral reporting of an act of bullying or harassment shall be considered an official means of reporting such act(s).
- I. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

6. Investigation of a Report of Bullying or Harassment

- A. The investigation of a reported act of bullying or harassment is deemed to be a school-related activity and shall begin with a report of such an act. Incidents that require a reasonable investigation when reported to appropriate school authorities shall include alleged incidents of bullying or harassment allegedly committed against a child while the child is en route to school aboard a school bus or at school bus stop.
- B. The principal or designee shall select an individual(s), employed by the school and trained in investigative procedures, to initiate the investigation. The person may not be the accused perpetrator (harasser or bully) or victim.
- C. Documented interviews of the victim, alleged perpetrator, and witnesses shall be conducted privately, separately, and shall be confidential. Each

individual (victim, alleged perpetrator, and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim be interviewed together.

- D. The investigator shall collect and evaluate the facts including but not limited to
  - 1. Description of incident(s) including nature of the behavior;
  - 2. Context in which the alleged incident(s) occurred;
  - 3. How often the conduct occurred;
  - 4. Whether there were past incidents or past continuing patterns of behavior;
  - 5. The relationship between the parties involved;
  - 6. The characteristics of parties involved, *i.e.*, grade, age;
  - 7. The identity and number of individuals who participated in bullying or harassing behavior;
  - 8. Where the alleged incident(s) occurred;
  - 9. Whether the conduct adversely affected the student's education or educational environment;
  - 10. Whether the alleged victim felt or perceived an imbalance of power as a result of the reported incident; and
  - 11. The date, time, and method in which the parents/legal guardians of all parties involved were contacted.
- E. Whether a particular action or incident constitutes a violation of this policy shall require a determination based on all the facts and surrounding circumstances and shall include
  - 1. Recommended remedial steps necessary to stop the bullying and/or harassing behavior; and
  - 2. A written final report to the principal.
- F. The maximum of ten (10) school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps.

- G. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or a report of bullying and/or harassment and the investigative procedures that follow.
7. Investigation to Determine Whether a Reported Act of Bullying or Harassment is Within the Scope of the District.
- A. The principal or designee will assign an individual(s) who is trained in investigative procedures to initiate an investigation of whether an act of bullying or harassment is within the scope of the School District.
  - B. The trained investigator(s) will provide a report on results of investigation with recommendations for the principal to make a determination if an act of bullying or harassment falls within the scope of the District.
    - 1. If it is within the scope of the District, a thorough investigation shall be conducted.
    - 2. If it is outside the scope of the District and determined a criminal act, the principal shall refer the incident(s) to appropriate law enforcement.
    - 3. If it is outside the scope of the District and determined not a criminal act, the principal or designee shall inform the parents/legal guardians of all students involved.
  - C. Computers without web-filtering software or computers with web-filtering software that is disabled shall be used when complaints of cyberbullying are investigated.
8. Notification to Parents/Guardians of Incidents of Bullying or Harassment
- A. Immediate notification to the parents/legal guardians of a victim of bullying or harassment.
    - 1. The principal, or designee, shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident(s) has been initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

2. If the bullying or harassment incident results in the perpetrator being charged with a crime, the principal, or designee, shall by telephone or in writing by first class mail, inform the parents/legal guardian of the victim(s) involved in the bullying or harassment incident about the Unsafe School Choice Option (~~No Child Left Behind, Title IX, Part E, Subpart 2, Section 9532~~ Every Student Succeeds Act, Title VIII, Part F, Subpart 2, Section 8532) that states “. . .a student who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school.”

- B. Immediate notification to the parents/legal guardians of the perpetrator of an act bullying or harassment.

The principal, or designee, shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident(s) has been initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

- C. Notification to local agencies where criminal charges may be pursued.

Once the investigation has been completed and it has been determined that criminal charges may be pursued against the perpetrator, all appropriate local law enforcement agencies will be notified by telephone and/or in writing.

## 9. Referral of Victims and Perpetrators of Bullying or Harassment for Counseling

When bullying or harassment is suspected or when a bullying or harassment incident is reported, counseling services shall be made available to the victim(s), perpetrator(s), and parents/guardians.

- A. The teacher or parent/legal guardian may request informal consultation with school staff, (specialty staff, e.g., school counselor, school psychologist), to determine the severity of concern and appropriate steps to address the concern. The teacher may request that the involved student's parents or legal guardian are included.



- B. School personnel or the parent/legal guardian may refer a student to the school intervention team or equivalent school-based team with a problem solving focus for consideration of appropriate services. Parent or legal guardian involvement shall be required when the student is referred to the intervention team.
- C. If a formal discipline report or formal complaint is made, the principal or designee must refer the student(s) to the school intervention team for determination of counseling support and interventions. Parent or legal guardian involvement shall be required.
- D. A school-based component to address intervention and assistance shall be utilized by the intervention team. The intervention team may recommend
  - 1. Counseling and support to address the needs of the victims of bullying or harassment;
  - 2. Research-based counseling or interventions to address the behavior of the students who bully and harass others, e.g., empathy training, anger management; and/or
  - 3. Research-based counseling or interventions which include assistance and support provided to parents/legal guardians, if deemed necessary or appropriate.

#### 10. Reporting Incidents of Bullying and Harassment

- A. Incidents of bullying or harassment shall be reported in the school's report of data concerning school safety and discipline data required under s. 1006.09(6), F.S. The report shall include each incident of bullying or harassment and the resulting consequences, including discipline and referrals.

Cyber-bullying incidents shall be included within the bullying incidents category. The report shall also include, in a separate section each reported incident of bullying or harassment that did not meet the criteria of a prohibited act under this section with recommendations regarding such incidents.
- B. The District will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data, which includes bullying or harassment as an incident code as well as bullying-related as a related element code.
  - 1. SESIR Definitions

- a. Bullying – Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees that is severe or pervasive enough to create an intimidating, hostile, or offensive environment; or unreasonably interfere with the individual's school performance or participation.
  - b. Harassment – Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that 1) places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property, 2) has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or 3) has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person the causes substantial emotional distress in such person and serves no legitimate purpose.
- 2. Bullying and/or harassment incidents shall be reported in SESIR with the bullying (BUL) or harassment (HAR) code. Unsubstantiated incidents of bullying or harassment shall be coded UBL or UHR.
- 3. If the bullying or harassment results in any of the following SESIR incidents, the incident will be coded appropriately using the relevant incident code and the bullying-related code. Such incidents are
  - a. Alcohol
  - b. Arson
  - c. Battery
  - d. Breaking and Entering
  - e. Disruption on Campus
  - f. Drug Sale/Distribution Excluding Alcohol
  - g. Drug Sale/Possession Excluding Alcohol
  - h. Fighting
  - i. Homicide
  - j. Kidnapping

- k. Larceny/Theft
- l. Robbery
- m. Sexual Battery
- n. Sexual Harassment
- o. Sexual Offenses
- p. Threat/Intimidation
- q. Trespassing
- r. Tobacco
- s. Vandalism
- t. Weapons Possession
- u. Other Major (Other major incidents that do not fit within the other definitions)

- C. Discipline and referral data shall be recorded in Student Discipline/Referral Action Report and Automated Student Information System.
- D. The District shall provide bullying incident, discipline, and referral data to the Florida Department of Education in the format requested, through Survey 5 from Education Information and Accountability Services, and at designated dates provided by the Department
- E. Data reporting on bullying, harassment, unsubstantiated bullying, unsubstantiated harassment, sexual harassment, and threat/intimidation incidents as well as any bullying-related incidents that have as a basis of sex, race, or disability shall include the incident basis. Victims of these offenses shall also have the incident basis (sex, race, or disability) noted in their student records.

11. Instruction on Identifying, Preventing, and Responding to Bullying or Harassment

- A. The District shall ensure that schools sustain healthy, positive, and safe learning environments for all students. It is committed to maintain a social climate and social norms in all schools that prohibit bullying and harassment. This requires the efforts of everyone in the school environment – teachers; administrators; counselors; school nurses; other nonteaching

staff such as bus drivers, custodians, cafeteria workers; school librarians; parents/legal guardians; and students.

- B. Students, parents/legal guardians, teachers, school administrators, counseling staff, and school volunteers shall be given instruction at a minimum on an annual basis on the District's policy and regulations against bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment as well as how to effectively identify and respond to bullying in schools.
- C. The District shall establish a list of programs that provide instruction to students, parents, teachers, school administrators, counseling staff and school volunteers on identifying, preventing, and responding to bullying and harassment including instruction or recognizing behaviors that lead to bullying and harassment and taking appropriate preventive action based on those observations. The list of authorized programs shall be available at each school, District offices, and on the District website.

12. Reporting to a Victim's Parents/Legal Guardians the Legal Actions Taken to Protect the Victim

The principal or designee shall by telephone and/or in writing report the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident has been initiated. According to the level of infraction, parents/legal guardians will be notified by telephone and/or writing of actions being taken to protect the child; the frequency of notification will depend on the seriousness of the bullying or harassment incident. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

13. Publicizing the Policy

- A. At the beginning of each school year, the Superintendent or designee shall, in writing, inform school staff, parents/legal guardians, or other persons responsible for the welfare of a student of the District's student safety and violence prevention policy.
- B. Each District school shall provide notice to students and staff of this policy through appropriate references in the *Code of Student Conduct* and employee handbooks and through other reasonable means.
- C. The Superintendent shall also make all contractors contracting with the District aware of this policy.

- D. Each school principal shall develop an annual process for discussing the school district policy on bullying and harassment with students in a student assembly or other reasonable format.
- E. Reminders of the policy and bullying prevention messages such as posters and signs will be displayed around each school and on the District school buses.

14. Review of Policy

The Superintendent and appropriate staff shall review this policy at a minimum every three (3) years. The review shall include input from parents, law enforcement, and other community members. The Superintendent shall present the policy and any recommended changes to the School board for consideration.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED:

1001.43, 1003.04, 1003.31,  
1003.32, 1006.07, 1006.08, 1006.09,  
1006.10, 1006.147, F.S., 20 USC  
1232g

STATE BOARD OF EDUCATION RULE(S)

6a-10.081

HISTORY:

ADOPTED: 2/17/09

REVISION DATE(S): 2/17/09,  
04/08/14, 07/14/15, 08/25/15,  
7/26/2016, 7/25/17, **TBD**

## **CHAPTER 6.00 - SCHOOL ADMINISTRATION**

### **6.31\* - Teacher Aides and Volunteers**

#### **POLICY**

A teacher aide is any person employed by the Board to assist members of the instructional staff in carrying out their instructional or professional duties and responsibilities. (1000.01 (23))

A school volunteer is any nonpaid person who may be appointed by the Board or its designee. School volunteers may include, but are not limited to, parents, citizens, students, and others who assist the teacher or other members of the school staff. (1000.01 (24))

- (1) The conditions of employment of a teacher aide shall be the same as for other educational staff professionals, and in addition, a teacher aide shall meet the following requirements:
  - (a) Be at least a high school graduate or shall hold an equivalency diploma recognized by the Florida Department of Education. Upon being recommended for initial employment, each teacher aide applicant must achieve a satisfactory score on a written test of basic mathematics and communication skills developed and administered by the county staff;
  - (b) In accordance with the ~~No Child Left Behind Act~~ **Every Student Succeeds Act** instructional aides must:
    - (i) Hold an associate's or higher degree; or
    - (ii) Two (2) years of study at an institution of higher education; or
    - (iii) A rigorous state or local assessment of knowledge of and the ability to assist in instruction in reading, writing, and mathematics or reading readiness, writing readiness, mathematics readiness;
  - (c) Meet the health requirements established for certified personnel;
  - (d) Shall be at least 18 years of age or the same age required for certified personnel; and

## **CHAPTER 6.00 - SCHOOL ADMINISTRATION**

- (e) Present a complete set of fingerprints upon initial employment and every five (5) years thereafter, taken by a properly trained District employee, and the appropriate processing fee. The fingerprints shall be acceptable for processing by the Florida Department of Law Enforcement and the Federal Bureau of Investigation.
- (2) It shall be the responsibility of the principal of the school to which the aide or volunteer is assigned to assure the Board and the Superintendent that the teacher aide or volunteer who is assigned responsibility for the safety, welfare, and health of pupils possesses a clear understanding of state and district rules, policies, and regulations relating to their responsibilities. When the aide or volunteer is assigned duties requiring knowledge of rules, regulations or policies of a special nature, it is the responsibility of the principal and the staff member to whom he/she is assigned to ascertain in advance that the aide or volunteer possesses the necessary knowledge to perform such duties in a proper and reasonable manner.
- (3) It shall be the responsibility of the principal to assure the Board and the Superintendent that each teacher aide or volunteer, who at any time is expected to assume responsibility for assisting a teacher in promoting pupil learning, possesses a clear understanding of all state and district instructional practices and policies relevant to a teacher aide's responsibilities. When an aide or volunteer is assigned duties requiring knowledge of instructional practices and policies of a specialized nature, it is the responsibility of the instructional staff member to whom he/she is assigned to ascertain in advance that the teacher aide or volunteer possesses the necessary knowledge. (6A-1.070(1)(d))
- (4) Each time an aide or volunteer is assigned to assist a staff member whom he/she has not assisted before, and each time he/she is assigned a type of duty which he/she has not satisfactorily performed, the individual shall complete a period of supervised practice. The length of such supervised practice may vary depending upon capability and prior experience. A record shall be maintained in each school to show the length, nature and inclusive dates of each supervised practice assignment for each teacher aide or volunteer.
- (5) Teacher aides or volunteers shall not perform any of the following:
  - (a) Establish instructional objectives;
  - (b) Make decisions regarding the relevancy of certain activities or procedures to the attainment of instructional objectives;

## **CHAPTER 6.00 - SCHOOL ADMINISTRATION**

- (c) Make decisions regarding the appropriateness of certain teaching materials for accomplishing instructional objectives;
  - (d) Make judgments regarding the attainment of instructional objectives unless these judgments are based on clear and objective criteria; or
  - (e) Assign or administer punishment. (6A-1.070(2)(a-d), SBER)
- (6) It shall be the responsibility of the principal of a school and of each member of the instructional staff who is assisted by a teacher aide or volunteer to see that those assigned are consistent with Florida Statutes, State Board of Education Regulations, and the provisions of this rule. Any member of the instructional staff who willfully and deliberately violates the provisions of this rule shall be reported to the Board by the Superintendent for such action as the Board deems proper.

### STATUTORY AUTHORITY:

1012.22, 1012.23, 1001.41 (2),  
~~1001.42 (17)~~, F.S.

### LAWS IMPLEMENTED:

1001.43, 1008.24, 1012.32, 1012.37,  
1012.22 (5), F.S. Title I Part A Section  
1111(g)(2)(J) 34 CFR 200

### STATE BOARD OF EDUCATION RULE:

6A-1.070; 6B-1.006

### HISTORY:

Adopted: 06/17/97, **TBD**  
Revision Date(s): 11/17/98, 12/03/02,  
12/02/03, 09/06/05  
Formerly:



# NOTICE OF NON-DISCRIMINATION

The **Florida Educational Equity Act**, Chapter 228.2001 Florida Statutes, requires that public education agencies regularly notify staff, students, and applicants for employment, parents, collective bargaining units, and the general public of its policies of non-discrimination. The information below is posted to comply with the notification requirements of the act.

**Equity Coordinator** – Marla Hiers, Director of Personnel is designated as the Equity Coordinator for Levy County. She can be reached at 480 Marshburn Drive, Bronson, FL 32621, 352-486-5231 or email [marla.hiers@levyk12.org](mailto:marla.hiers@levyk12.org).

**Non-discrimination in Employment** - All applicants for employment with the School Board of Levy County shall be recruited, selected, and assigned solely on the basis of experience, qualifications and the necessary requirements for the vacant position. Race, religion, age, national background, marital status, and gender will not be considered factors in the recruitment, selection, and assignment of such personnel, nor shall any qualified disabled person be excluded from consideration for employment solely on the basis of his/her disability. Reasonable accommodations are available for persons with disabilities to complete the application and/or interview process. Applicants/individuals with disabilities requesting accommodations under the Americans with Disabilities Act may contact the District office, 480 Marshburn Drive, or call 352-486-5231 for assistance.

**Non-discrimination in Student Activities** - No student enrolled in the Levy County Schools shall, on the basis of race, religion, age, national background, gender, marital status or disability, or genetic information, be excluded from participation in or be subjected to discrimination under any curricular or any other school sponsored activity. Career and Technical Education Programs are included in the curricular programs offered without discrimination. Programs are, Agritechnology, Agriculture, Education Directed Study, Game/simulation /Animation Programing, Carpentry, Cooperative Diversified Education, Administrative Office Specialist, Animal Science & Service, AG Biotechnology, Accounting Applications, Digital Design, Medical Skills & Services, Allied Health Assisting, Emergency Medical, Nursing Assistant, Environmental Horticulture Science & Services. All classes are open for enrollment with the exception of the Health Academy. There is an application process for the Health Academy due to area clinical requirements & availability. Lack of English language skills will not be a barrier to admission and participation. The district may assess each student's ability to benefit from specific programs through placement tests and counseling, and if necessary, will provide services or referrals to better prepare students for successful participation. Opportunities for using school facilities will be afforded to all youth groups without discrimination. This includes the Boy Scouts of America or any other youth group as provided in the Boy Scouts Act. This rule shall apply to all present and future course offerings and to all other school sponsored activities in which students are eligible to participate.

**Grievance Procedures for Employees Excluded from Bargaining Units\*\*** - Whenever an employee feels that he/she has a grievance, including allegations of discrimination, every effort shall be made to arrive at a satisfactory solution of the problem on an informal basis. When this cannot be done, resort shall be to the more formal procedures provided herein in an effort to resolve a grievance. The grievance procedures for employees excluded from bargaining units shall be as follows:

Any employee with a grievance shall advise his/her immediate supervisor or the Director of Personnel of said grievance in writing and a copy of the said grievance shall be sent to the Superintendent. The written statement of the said grievance must be delivered within sixty (60) days of the alleged violation.

*The School Board of Levy County does not discriminate on the basis of race, color, national origin, gender, age, disability, religion, marital status or genetic information in its educational programs, services or activities, or in its hiring or employment practices. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boys Scout of America Equal Access Act. Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to:*

**Marla Hiers, Director of Personnel, 480 Marshburn Drive, Bronson, FL 32621, 352-486-5231 or email [Marla.hiers@levyk12.org](mailto:Marla.hiers@levyk12.org)**



**2020**

**Summer Program  
Extended School Year  
Guidelines and  
Additional Hours**

**Jeffery R. Edison**  
**Superintendent**

480 Marshburn Drive  
Bronson, FL 32621



Phone (352) 486-5231  
Fax (352) 486-5237

## **MEMORANDUM**

**TO:** Principals, Guidance Counselors, and District Staff

**FROM:** Sherry Tindale, Secretary to Assistant Superintendent

**DATE:** May , 2020

**SUBJECT:** **Summer Programs and Extended School Year  
Services Guidelines for 2020**

Attached are guidelines for Additional Summer Hours for 2020. Please review this document carefully, and if you have any questions, give me a call. I need everything finalized to review and to put together for the Board agenda for June 9<sup>th</sup>.

## **Summer Programs 2020**

### **3<sup>rd</sup> Grade Reading Camps - Project # 13754**

CALENDAR DATES: June 22,23,24,25 (M,T,W,TH,F)  
For: **BES, CKS, CES** July 6,7,8,9 (M,T,W,TH)  
**and WES** July 13,14,15,16 (M,T,W,TH)

July 16<sup>th</sup> is the end of camp assessment Day  
SAT10 Administered on July 15th

HOURS OF OPERATION: 8:30 a.m. – 1:30 p.m. – Student Day  
8:15 a.m. – 1:45 p.m. – Teacher Work Day

(Teachers will have two additional hours for compiling assessment data, final parent notifications etc., on the last day of camp).

Summer Reading Camps will be planned for the following locations: Bronson Elementary, Cedar Key, Chiefland Elementary and Williston Elementary. Each Reading Camp will employ one (1) Third grade teacher per fifteen (15) students and one (1) teacher aide for the Reading Camp provided there is an enrollment of at least ten (10) students in a class. Please give me the names of 2 teachers and 2 aides in order of priority. If you do not meet the minimum requirements, you should contact Carol Jones to discuss provisions to provide the program.

CRITERIA: First priority will be given to any 3rd grade student who scored a Level 1 on the FSA ELA Assessment, including all students being promoted with Good Cause. If any slots are remaining, each school can decide from among the pool of students who scored at Level 2 on the FSA ELA Assessment.

All 3<sup>rd</sup> grade summer reading camp teacher and aide names need to be submitted to Carol Jones by May 1<sup>st</sup>.

All Good Cause Packets Need to be submitted to Carol Jones by May 22nd for review.

PAY: All employees will be required to complete time cards for hours worked. **Payment will only be made for actual hours worked.** Pay dates for all Summer Program Employees will be on the regular payroll dates and periods. Those dates are June 15, June 30, July 15 and July 30<sup>th</sup>.

## **Summer Programs 2020**

**Extended School Year (ESY)**      **50% Project 11374,  
50% Project 40230,  
F2019/20 & F2020/21**

CALENDAR DATES:      June 08, 09, 10 (M,T,W) (F2019/20)  
June 15, 16, 17 (M,T,W)  
June 22, 23, 24 (M,T,W)  
June 29, 30 (M,T)  
July 01, (W) (F2020/21) Dates subject to the  
decision made by the IEP Team.

HOURS OF OPERATION:      8:30 a.m. – 12:30 p.m. – Student Day  
8:15 a.m. – 12:45 p.m. – Teacher Work Day

CRITERIA:      IEP team will determine the student's need for  
ESY and related services including the  
initiation and the duration dates.

Program Operation:      Teacher

PAY: All employees will be required to complete time cards for hours worked. **Payment will only be made for actual hours worked.** Pay dates for all Summer Program Employees will be on the regular payroll dates and periods. Those dates are June 15, June 30<sup>th</sup>, July 15 and July 30<sup>th</sup>.

## Summer Programs 2020

### FSA Algebra 1 and Algebra 1 Retake End of Course Exam Remediation: **Project # 40270 - F2020/21**

CALENDAR DATES:	<b>CKS</b>	July 13,14,15 (M,T,W)
	<b>CMHS</b>	July 13,14,15,16,17(M,T,W,TH,F)
	<b>WMHS</b>	July 13,14,15,16 (M,T,W,TH) July 20,21,22,23 (M,T,W,TH)
HOURS OF OPERATION:	<b>CKS</b>	11:00 a.m. – 3:00 p.m. – Student Day 10:30 a.m. – 3:30 p.m. – Teacher Work Day
	<b>CMHS</b>	8:00 a.m. – 12:00 p.m. – Student Day 7:30 a.m. – 12:30 p.m. – Teacher Day
	<b>WMHS</b>	8:30 a.m. – 3:30 p.m. – Student Day 8:00 a.m. – 4:00 p.m. – Teacher Day
CRITERIA:	For students not making the passing score on the FSA Algebra 1 or the Algebra 1 Retake EOC exam.	
RE-TAKE DATES:	<b>CKS &amp; CMHS</b>	July 16 <sup>th</sup> , & 17 <sup>th</sup> if needed.
	<b>WMHS</b>	July 16 <sup>th</sup>

#### State Testing Dates:

July 13 – 16, 2020 & July 20 - 23, 2020

US History / Civics / Biology

FSA Algebra I / FSA Geometry (Session 1)

FSA Algebra I / FSA Geometry (Session 2)

Transportation will not be provided.

Teachers will be paid their hourly rate of pay. Please indicate a primary teacher and a secondary teacher. The secondary teacher will be used based on the number of students in need of remediation.

PAY: All employees will be required to complete time cards for hours worked. **Payment will only be made for actual hours worked.** Pay dates for all Summer Program Employees will be on the regular payroll dates and periods. Those dates are June 15, June 30<sup>th</sup>, July 15 and July 30<sup>th</sup>.

## **Summer Programs 2020**

### **Summer Bridge Programs – Project # 40260 F2020**

CALENDAR DATES: July 20-23 (Monday - Thursday)

**WMHS**

HOURS OF OPERATION: 9:00 a.m. – 11:00 p.m. – Student Day  
8:30 a.m. – 11:30 p.m. – Teacher Work Day

CALENDAR DATES: July 20-23 (Monday - Thursday)

**BMHS**

HOURS OF OPERATION: 10:00 a.m. – 12:00 p.m. – Student Day  
9:30 a.m. – 12:30 p.m. – Teacher Work Day

CALENDAR DATES: July 20-23 (Monday - Thursday)

**CMHS**

HOURS OF OPERATION: 9:00 a.m. – 1:00 p.m. – Student Day  
8:30 a.m. – 1:30 p.m. – Teacher Work Day

CRITERIA: Selected 5<sup>th</sup> grade students transitioning to Middle School

Transportation will be provided for all students.

Teachers will be paid their hourly rate of pay.

PAY: All employees will be required to complete time cards for hours worked. **Payment will only be made for actual hours worked.** Pay dates for all Summer Program Employees will be on the regular payroll dates and periods. Those dates are July 15<sup>th</sup> and July 30<sup>th</sup>.

## **Summer Programs 2020**

### **Title I Migrant Education Program**

**Will be Online with sporadic visits to families to drop off materials to go along with the lesson.**

**It will be limited to Early Elementary (PK-2).**

**They will offer tutorials to High School students on a case by case basis who need credit accrual.**



**EXTENDED SCHOOL YEAR RECOMMENDATIONS – 2020**

POSITION	COST CENTER	EMPLOYEE RECOMMENDATION	HOURS	FUNDING SOURCE
Safety Patrol (Washington D.C. Trip)	BES		up to 30 hours	11033
	CES	***Not for the 2019-2020 school year ***	up to 30 hours	
	WES		up to 30 hours	
	YTS		up to 30 hours	
Elementary School Guidance	BES	Tina (Loughlin) Bowman	up to 10 hours	11375
	CES	Michelle Barron	up to 10 hours	
	JBES	Lisa Gant	up to 10 hours	
	WES	Gemma Fleming	up to 10 hours	
School Guidance	BMHS	Nicole Thornton	up to 75 hours	11030
	CMHS	Teri Edison	up to 75 hours	
	WMHS	Erinn Tillman	up to 75 hours	
	YTS	Candy Prescott	up to 75 hours	
High School Agriculture	BMHS	Kelby Barber	up to 30 hours	11033
	CMHS	Dallas Locke	up to 30 hours	
	WMHS	Austin Skipper	up to 30 hours	
High School Athletic Facilities Maintenance	BMHS	John Miller	up to 30 hours	11033
	CMHS	John Palmer	up to 30 hours	
	WMHS	David May	up to 30 hours	
Records Review & Management	BMHS	Amy Wilson	up to 30 hours	11033
	CMHS	Rita Quincey for MS & Tara Cannon for HS	up to 30 hours	
	WMHS	Benjamin Hawkins	up to 30 hours	
Groundskeepers	BES	Stephanie Watson	up to 30 hours	11033
	BMHS	William Scott	up to 30 hours	
	CES	Kristine Nichols	up to 30 hours	
	CMHS	Brian Moore / Sylvia Hastings	up to 15 hours per school	
	CKS	Cathy Polk	up to 30 hours	
	JBES	Carlton Wilcox	up to 30 hours	
	WES	Majorie Caswell	up to 30 hours	
	WMHS	Carol Marria	up to 30 hours	
	YTS	Alfert Herndon	up to 30 hours	

Custodians	BES	Stephanie Watson	30 minutes per class	11033
	BMHS	Rita Sweet	30 minutes per class	
	CES	Kristine Nichols	30 minutes per class	
	CMHS	Brian Moore / Sylvia Hastings	30 minutes per class	
	CKS	Cathy Polk	30 minutes per class	
	WES	Majorie Carswell	30 minutes per class	
	WMHS	Carol Marria	30 minutes per class	
	YTS	Alfert Herndon	30 minutes per class	
ADDITIONAL custodial hours	BMHS		up to 30 hours	11033
	BES		up to 30 hours	
	CES	***This will be for July if needed. ***	up to 30 hours	
	CMHS	Make your request to Mr. John Lott	up to 30 hours total	
	JBES		up to 30 hours	
	WES		up to 30 hours	
	WMHS		up to 30 hours	
	CKS		up to 30 hours	
	YTS		up to 30 hours	
High School Band Program	BMHS	Michelle Barber	up to 30 hours	11375
	CMHS	Chad Hodges	up to 30 hours	
	WMHS	James Brown	up to 30 hours	
3 <sup>rd</sup> Grade Summer Reading Camp Teacher(s)	BES	Angela Heredia	up to 108 hours total	BES & CKS 13754
	CKS	Kathy McCain		CES & WES Paid directly by the Coalition
	CES	Lisa Biehl		
	WES	Lindsey Balducci		
3 <sup>rd</sup> Grade Summer Reading Camp Teacher Aide(s)	BES	Cathy Mahoney	up to 92 hours total	BES & CKS 13754
	CKS	Jennifer Brown		CES & WES Paid directly by the Coalition
	CES	Lynda O'steen		
	WES	Diane Natishan		
Computer Tech.	District		up to 76 hours each	10140
Levy Virtual Administrative hours	District	Nick Stark	Up to 120 hours	11030

ROTC Additional hours	WMHS	Carl Childs	up to 30 hours	11374
ESE ESY Program (Teachers)	BES	Rhonda Stevenson	up to 54 hours each	50% 11374 50% 40230 F2019/20 F2020/21
ESE ESY Program Paraprofessional Aide(s)		None Needed this Summer	up to 54 hours if needed	50% 11374 50% 40230 F2020/21
ESY Bus Drivers, Bus Attendants		None Needed this Summer	No more than 4 hours a day	50% 11374 50% 40230 F2020/21
Algebra 1 EOC Exam Remediation	BMHS	No Testing	up to 45 hours	40270 F2019/20 F2020/21
	CMHS	Brent Slaughter	up to 45 hours total	
	CKS	Marissa DeHaven	up to 45 hours	
	WMHS	Laura McBride, Teresa Mauldin	up to 45 hours	
Reading Coaches	District-Wide	Heather Rawlins, Randi Beauchamp, Lauren Whitehurst, Karen Welch, Julie Gerhard, Michelle Walker-Crawford	up to 15 hours each in June	11332
Summer Bridge	BMHS	Nickols Vascellaro, Carol Benge, Caryl Osteen, Michelle Barber & Karen Welch	up to 24 hours	40260 F2020
	CMHS	Teachers: Laurie Beauchamp, Julie Gerhard, Stephanie Parks, Charles Brock Paras: Kimberly Ward, Kimberly Bryant, Theresa Martin & Patricia Crews		
	WMHS	Amber Philpot, Amanda Myhree, Catherine Davis, Mackenzie Reddy, Michelle Ruiz, Desirea Draper		
Summer Bridge Bus Drivers :	BMHS	Bus Driver's for all Schools: Terrell Burge, Paul Carlson,	No more than 4 hours a day	40260F2020
	CMHS	Mary Ann Crossman, Ruth Foley, Tracey Haley	No more than 4 hours a day	40260F2020
	WMHS	Robin Koon, Cheryl Moore, Mary Nicholson	No more than 4 hours a day	40260F2020
Title I Migrant Education Program		Online Virtual		

<del>Meridian Camp BES Pick-up</del>	BES	***Not for the 2019-2020 school year***	No more than 4 hour a day	11374
<del>Meridian Camp CES Pick-up</del>	CES		No more than 4 hours a day	40230F2020
SUMMER 2020 - FOOD SERVICE, June 3 - August 2 (35 days)				
BES	Maggie Algarin-Febres	up to 72 hours	41010	
	Kelly Nutt	up to 72 hours		
	Lillie Law	up to 72 hours		
	Ileana Manso-Davila	up to 72 hours		
	Wanda Nickolls	up to 72 hours		
BMHS	Katherine Manual	up to 72 hours		
	Haeng Gonthier	up to 72 hours		
	Jewel Rawls	up to 72 hours		
	Flora Williams	up to 72 hours		
	Alesia Hathcox	up to 72 hours		
	Catheese Harvey	up to 72 hours		
CES	Merci Bingaman	up to 72 hours		
	Teresa Miller	up to 72 hours		
	Johnnie Young	up to 72 hours		
	Janie Strang	up to 72 hours		
	Janet Schmitz	up to 72 hours		
	Elizabeth Landrum	up to 72 hours		
CMHS	Brenda Rolfe	up to 72 hours		
	Ana Banales	up to 72 hours		
	Shelia Redwine	up to 72 hours		
	Sandy Crane	up to 72 hours		
	Mike Richardson	up to 72 hours		
	Annie King	up to 72 hours		
CKS	Nina Bingaman	up to 72 hours		
WES	Ophelia Keene	up to 72 hours		
	Sandra Skinner	up to 72 hours		
WMHS	Darlene Polk	up to 72 hours		
	Barbara Zeneski / Davis	up to 72 hours		
	Silvia Marsans	up to 72 hours		
YTS	Debra Carter	up to 72 hours		

I recommend that the following personnel listed above work in the 2020 Extended School Year Program at:

School Name

Signature of Principal

Date

## **AGREEMENT OF EMPLOYMENT OF LEGAL COUNSEL**

**THIS AGREEMENT** is made, July 1, 2020, between **THE SCHOOL BOARD OF LEVY COUNTY, FLORIDA**, hereinafter called the Board, and **DELL GRAHAM, P.A.**, 2631 NW 41<sup>st</sup> Street, Building B, Gainesville, FL 32606, hereinafter called Legal Counsel;

### **WITNESSETH:**

**WHEREAS**, the Board is authorized by rule 2.12, School Board Rules, and Section 1001.43(10), Florida Statutes, to appoint legal counsel who shall act as legal advisor to the Board and Superintendent. The rule also provides that the Board shall provide a written contract specifying the duties, responsibilities and compensation to be paid; and

**WHEREAS**, legal counsel is being employed to advise the Board beginning July 1, 2020, and ending June 30, 2021. It is the desire of the Board to provide a written contract as specified by the Rules of Board and as authorized by the School Code;

### **NOW THEREFORE:**

**IT IS AGREED** by the Board and the Legal Counsel as follows:

1. The designated member of Legal Counsel to provide services under this agreement is David M. Delaney. The Board hereby employs Legal Counsel for the fiscal year beginning July 1, 2020, and ending June 30, 2021, to perform the following legal services:

- a. Advise the Board and the Superintendent at all school board meetings on any problem arising or to be considered by the Board at any meeting.
- b. Draft resolutions and rules for the Board that are required to perform the actions of the Board.
- c. Draft all orders, contracts and other documents required to be approved and signed by the Board in the operation of the school system.
- d. Cooperate, advise and assist the Superintendent in drafting any legal notices required for publication; to confer with the Superintendent on administrative matters and to assist the Superintendent in carrying out the rules of the Board.
- e. Perform such other legal services consistent with Dell Graham's professional competency as the Board may from time to time assign.

2. In consideration of the performance of the above described services in Section 1.a, the Board agrees to pay the Legal Counsel the sum of \$24,195.88 for July 1, 2020 through June 30, 2021, payable in equal monthly installments at the end of each month. Thereafter, this agreement may be extended upon mutual agreement of the parties. The compensation for the Legal Counsel for additional services as specified by the Board and referred to in Items 1.b. through 1.e. above, shall be at an hourly rate of \$165.00 for the time required to perform such services on a

case by case basis. The compensation for the Legal Counsel to attend quarterly meetings of the Florida School Board Attorneys Association shall be at the regular hourly rate of \$165.00 per hour for the time actually spent in educational lectures/training.

3. Legal Counsel accepts employment for the period stated and agrees to perform the above services and such additional legal services as may be requested by the Board under section 1.e. In the event Legal Counsel is required to advance costs in any case, the Board also agrees to pay the necessary travel and lodging expenses that may be incurred by Legal Counsel while performing services under this contract that are outside of Levy County; and to pay travel, meals and lodging expenses incurred in attending quarterly meetings of the School Board Attorneys Association. Legal counsel will not charge any time for travel between Alachua County and Levy County to attend meetings or perform other work for or on behalf of the Board.

4. The retainer paid in Paragraph 2 above shall be adjusted upon the completion of collective bargaining by the percentage of increase in salary granted to instructional employees by collective bargaining to the same extent and on the same date as for instructional employees; and/or if there is an increase for instructional employees in the form of a lump sum increase in salary, by the lump sum increase amount to the same extent and on the same date as for instructional employees, prorated on a monthly basis over the term of this contract.

5. In the event Legal Counsel is sued in his capacity as School Board attorney, and in the event the School Board's Errors and Omissions policy does not pay Legal Counsel's out of pocket expenses in defending any such litigation, the Board agrees to reimburse Legal Counsel's out of pocket expenses.

6. In the event it becomes necessary or the Board determines that it wants to employ special counsel as authorized by Rule 2.12, the Board reserves the right to select such special counsel at such compensation as it shall determine proper, including any retainer for special counsel to assist the Legal Counsel of the Board in any litigation or other matters specifically approved by the School Board.

7. **Term** – The term of this Agreement will be July 1, 2020 through June 30, 2021. However, this Agreement may be terminated at any time by either Party upon thirty (30) days written notice to the other Party.

**ATTEST:**

**THE SCHOOL BOARD OF LEVY  
COUNTY, FLORIDA:**

\_\_\_\_\_  
Jeffery R. Edison, Superintendent

BY: \_\_\_\_\_  
Paige Brookins, Board Chairman

DELL GRAHAM, P.A.

BY: \_\_\_\_\_  
David M. Delaney, Partner

**2020-2021 Career Pathways Articulation Agreement between the College of  
Central Florida and the School Board of Levy County, Florida**

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Edited 12/4/2019

## **Appendix A** **Career Pathways Articulation Agreement Between** **The College of Central Florida** **and School Board of Levy County, Florida**

In a continuing effort to provide opportunities for secondary school students in the Accounting Applications program to transition into The College of Central Florida's postsecondary programs listed below, The College of Central Florida agrees to award college credit to eligible Levy County students according to the criteria delineated below. These credit hours may or may not be accepted for transfer credit by other institutions.

**Secondary Program**  
 Accounting Applications

**Postsecondary Program**  
 Accounting Technology, A.S.  
 Business Administration, A.S.

**Levy County**  
 Chiefland High School  
 Williston High School

**College**  
 The College of Central Florida

### I. Articulated Courses and College Credit

The College of Central Florida agrees to award college credit hours or admission points to the secondary programs listed above upon demonstration of mastery of competencies in the courses below either through Career Pathways College Credit Assessment or through Industry Certification.

- A. *College Credit through Career Pathways College Credit Assessment:* The following high school course(s) must be maintained with a "B" or better before assessment will be made to award The College of Central Florida credit hours and/or admission points:

<b>High School Courses</b>	<b>CF College Courses</b>	<b>College Credits</b>
Computing for College and Careers <b>OR</b> Digital Information Technology (8207310) Accounting Applications 1 (8203310) Accounting Applications 2 (8203320) Accounting Applications 3 (8203330)	ACG 201 Financial Accounting (3)	3

Edited 12/4/2019

- B. *College Credit through Industry Certification:* Students who obtain the following industry certificate(s) will be awarded credit for the postsecondary course(s) listed below:

Industry Certification	CF College Courses	College Credits
QuickBooks Certified User (INTUT001)	ACG2450 Integrated Accounting (3)	3

Representatives of The College of Central Florida’s Career and Technology Education programs will review, at least annually, the content of the high school curriculum, as specified in this agreement, to ensure standardization and attainment of goals.

## II. General Provisions

*Comprehensive College Examination and Industry Certification:* To receive college credit, students must meet the following criteria:

- A. Have a minimum of a “B” average in the high school course(s) designated in this document and have the recommendation of the high school career and technical program instructor and permission of the parent or guardian to take a college comprehensive examination for the articulated course(s).
- B. Pass the college comprehensive examination(s) approved by the Career and Technology Education programs coordinator or obtain the industry certificate(s) as listed. The high school instructor and the College of Central Florida programs coordinator will make arrangements once a year through the Career Pathways coordinator to administer the examination(s) at the College of Central Florida campus or to verify industry certification results. The high school and college faculty will identify course competencies.

Students who choose to be exempted from all or part of the examination requirements by industry certification will receive credit by experience for the class in question if all other requirements are met.

- C. Students who score a minimum of 80% on the comprehensive institutional examination or obtain the Industry Certification(s) as listed will be awarded a grade of “S” and will not factor into the student’s CF grade point average. A permanent college transcript will be generated. The exam results or proof of Industry Certification will be reported to the Career Pathways coordinator at CF.
- D. If the credit(s) for the articulated course(s) meet A.S. degree requirements, they will be applied toward the A.S. degree. Students will not be officially admitted to The College of Central Florida until all required admissions criteria have been met.

### III. Sharing of Data

The College of Central Florida and School Board of Levy County, Florida agree to share student educational data under conditions consistent with the Family Educational Rights and Privacy Act (FERPA). Either party may initiate requests to share data if it has a legitimate educational interest in the data. The shared information shall be used solely to benefit the Career Pathways program and students by facilitating access to and increasing educational opportunities at both institutions. Each institution will be deemed a school official of the other for purposes of this agreement. The College of Central Florida will provide information about the sharing of data in its annual notification to students.

Edited 12/4/2019

## **Appendix B** **Career Pathways Articulation Agreement Between** **The College of Central Florida** **and School Board of Levy County, Florida**

In a continuing effort to provide opportunities for secondary school students in the Administrative Assistant program to transition into The College of Central Florida's postsecondary programs listed below, The College of Central Florida agrees to award college credit to eligible Levy County students according to the criteria delineated below. These credit hours may or may not be accepted for transfer credit by other institutions.

### **Secondary Program**

Administrative Office Specialist

### **Postsecondary Program**

Office Administration – Legal Office Specialist, A.S.  
 Office Administration- Medical Office Specialist, A.S.  
 Office Administration – Office Management, A.S.  
 Business Administration, A.S.

### **Levy County**

Cedar Key High School  
 Williston High School

### **College**

The College of Central Florida

## I. Articulated Courses and College Credit

The College of Central Florida agrees to award college credit hours or admission points to the secondary programs listed above upon demonstration of mastery of competencies in the courses below either through Career Pathways College Credit Assessment or through Industry Certification.

- A. *College Credit through Career Pathways College Credit Assessment:* The following high school course(s) must be maintained with a “B” or better before assessment will be made to award The College of Central Florida credit hours and/or admission points:

High School Courses	CF College Courses	College Credits
Digital Information Technology (8207310) Business Software Applications 1 (8212120) Administrative Office Technology 2 (8212410)	OST 1100 Introduction to Word (3) * <i>Note only applies to Office Administration A.S.</i>	3

- B. *College Credit through Industry Certification:* Students who obtain the following industry certificate(s) will be awarded credit for the postsecondary course(s) listed below:

Industry Certification	CF College Courses	College Credits
MICRO017: Microsoft Office Master MICRO069: Microsoft Office Specialist Microsoft Excel Expert Microsoft Word Expert TAFLP001: Accredited Legal Secretary (ALS)	<u>Microsoft Office Master (MOM)</u> CGS 1100 Microcomputer Applications (3) OST 2717 Advanced Word (3) CGS 2540 Database Management (3) <u>Microsoft Office Specialist (MOS)</u> OST 1100 Introduction to Word (3) <u>EXCEL Expert</u> CGS 2103 Spreadsheet Applications (3) <u>WORD Expert</u> OST 2717 Advanced Word (3) <u>Accredited Legal Secretary (ALS) (8212000 ONLY)</u> PLA 1103 Intro to Paralegal Field (3)	15

Representatives of The College of Central Florida's Career and Technology Education programs will review, at least annually, the content of the high school curriculum, as specified in this agreement, to ensure standardization and attainment of goals.

## II. General Provisions

*Comprehensive College Examination and Industry Certification:* To receive college credit, students must meet the following criteria:

- A. Have a minimum of a "B" average in the high school course(s) designated in this document and have the recommendation of the high school career and technical program instructor and permission of the parent or guardian to take a college comprehensive examination for the articulated course(s).
- B. Pass the college comprehensive examination(s) approved by the Career and Technology Education programs coordinator or obtain the industry certificate(s) as listed. The high school instructor and the College of Central Florida programs coordinator will make arrangements once a year through the Career Pathways coordinator to administer the examination(s) at the College of Central Florida campus or to verify industry certification results. The high school and college faculty will identify course competencies.

Students who choose to be exempted from all or part of the examination requirements by industry certification will receive credit by experience for the class in question if all other requirements are met.

- C. Students who score a minimum of 80% on the comprehensive institutional examination or obtain the Industry Certification(s) as listed will be awarded a grade of "S" and will not factor into the student's CF grade point average. A permanent college transcript will be generated. The exam results or proof of Industry Certification will be reported to the Career Pathways coordinator at CF.

Edited 12/4/2019

- D. If the credit(s) for the articulated course(s) meet A.S. degree requirements, they will be applied toward the A.S. degree. Students will not be officially admitted to The College of Central Florida until all required admissions criteria have been met.

### III. Sharing of Data

The College of Central Florida and School Board of Levy County, Florida agree to share student educational data under conditions consistent with the Family Educational Rights and Privacy Act (FERPA). Either party may initiate requests to share data if it has a legitimate educational interest in the data. The shared information shall be used solely to benefit the Career Pathways program and students by facilitating access to and increasing educational opportunities at both institutions. Each institution will be deemed a school official of the other for purposes of this agreement. The College of Central Florida will provide information about the sharing of data in its annual notification to students.

Edited 12/4/2019

## Appendix C

### Career Pathways Articulation Agreement Between The College of Central Florida and School Board of Levy County, Florida

In a continuing effort to provide opportunities for secondary school students in the Agritechnology program to transition into The College of Central Florida's postsecondary programs listed below, The College of Central Florida agrees to award college credit to eligible Levy County students according to the criteria delineated below. These credit hours may or may not be accepted for transfer credit by other institutions.

**Secondary Program**  
Agritechnology

**Postsecondary Program**  
Agribusiness Management A.S.

**Levy County**  
Bronson High School  
Cedar Key High School

**College**  
The College of Central Florida

#### I. Articulated Courses and College Credit

The College of Central Florida agrees to award college credit hours or admission points to the secondary programs listed above upon demonstration of mastery of competencies in the courses below either through Career Pathways College Credit Assessment or through Industry Certification.

- A. *College Credit through Career Pathways College Credit Assessment:* The following high school course(s) must be maintained with a "B" or better before assessment will be made to award The College of Central Florida credit hours and/or admission points:

High School Courses	CF College Courses	College Credits
Digital Information Technology (8207310)	OST 1100 Introduction to Word (Elective 3)	3 to 9
Agriscience Foundations (8106810)	ORH 1000C Introduction to Horticulture (3)	
Agritechnology I (8106820)	ORH 1601C Nursey Management (3)	
Agritechnology II (806830)		

- B. *College Credit through Industry Certification:* Students who obtain the following industry certificate(s) will be awarded credit for the postsecondary course(s) listed below:

Industry Certification	CF College Courses	College Credits
FNGLA 001: Certified Horticulture Professional  FLFBR001: Agritechnology	ORH 1000C Introduction to Horticulture (3) ORH 1601C Nursey Management (3) AEB 2102 Principles of Agribusiness Management (3)	3 to 9

Representatives of The College of Central Florida's Career and Technology Education programs will review, at least annually, the content of the high school curriculum, as specified in this agreement, to ensure standardization and attainment of goals.

## II. General Provisions

*Comprehensive College Examination and Industry Certification:* To receive college credit, students must meet the following criteria:

- A. Have a minimum of a "B" average in the high school course(s) designated in this document and have the recommendation of the high school career and technical program instructor and permission of the parent or guardian to take a college comprehensive examination for the articulated course(s).
- B. Pass the college comprehensive examination(s) approved by the Career and Technology Education programs coordinator or obtain the industry certificate(s) as listed. The high school instructor and the College of Central Florida programs coordinator will make arrangements once a year through the Career Pathways coordinator to administer the examination(s) at the College of Central Florida campus or to verify industry certification results. The high school and college faculty will identify course competencies.

Students who choose to be exempted from all or part of the examination requirements by industry certification will receive credit by experience for the class in question if all other requirements are met.

- C. Students who score a minimum of 70% on the comprehensive institutional examination or obtain the Industry Certification(s) as listed will be awarded a grade of "S" and will not factor into the student's CF grade point average. A permanent college transcript will be generated. The exam results or proof of Industry Certification will be reported to the Career Pathways coordinator at CF.
- D. If the credit(s) for the articulated course(s) meet A.S. degree requirements, they will be applied toward the A.S. degree. Students will not be officially admitted to The College of Central Florida until all required admissions criteria have been met.



### III. Sharing of Data

The College of Central Florida and School Board of Levy County, Florida agree to share student educational data under conditions consistent with the Family Educational Rights and Privacy Act (FERPA). Either party may initiate requests to share data if it has a legitimate educational interest in the data. The shared information shall be used solely to benefit the Career Pathways program and students by facilitating access to and increasing educational opportunities at both institutions. Each institution will be deemed a school official of the other for purposes of this agreement. The College of Central Florida will provide information about the sharing of data in its annual notification to students.

## Appendix D

### Career Pathways Articulation Agreement Between The College of Central Florida and School Board of Levy County, Florida

In a continuing effort to provide opportunities for secondary school students in the Allied Health Assisting program to transition into The College of Central Florida's postsecondary programs listed below, The College of Central Florida agrees to award college credit to eligible Levy County students according to the criteria delineated below. These credit hours may or may not be accepted for transfer credit by other institutions.

**Secondary Program**  
Allied Health Assisting

**Postsecondary Program**  
Health Information Technology A.S.  
Dental Assisting A.S./ ATD  
Physical Therapy Assistant A.S.  
Nursing A.S.

**Levy County**  
Chiefland High School  
Williston High School

**College**  
The College of Central Florida

#### I. Articulated Courses and College Credit

The College of Central Florida agrees to award college credit hours or admission points to the secondary programs listed above upon demonstration of mastery of competencies in the courses below either through Career Pathways College Credit Assessment or through Industry Certification.

- A. *College Credit through Career Pathways College Credit Assessment:* The following high school course(s) must be maintained with a "B" or better before assessment will be made to award The College of Central Florida credit hours and/or admission points:

High School Courses	CF College Courses	College Credits
8417100 Health Science A & P 8417110 Health Science Foundations 8417131 Allied Health Assisting 3	DEP 2004 Human Growth and Development (3) *Applies toward A.S. in Nursing and A.S. in PTA HSC 2531 Medical Terminology (3) *Applies toward A.S. in HIT PHT 2342 Medical Terminology for the Physical Therapy Assistant (3) *Applies toward A.S. in PTA BSC 1080 Basic Anatomy and Physiology (3) *Please note: BSC 1080 only applies to the Dental Assisting Diploma HUN 1201 Human Nutrition (3) *Applies toward A.S. in Nursing	Up to 6

Edited 12/4/2019

- B. *College Credit through Industry Certification:* Students who obtain the following industry certificate(s) will be awarded credit for the postsecondary course(s) listed below:

Industry Certification	CF College Courses	College Credits
NONE	NONE	0

Representatives of The College of Central Florida’s Career and Technology Education programs will review, at least annually, the content of the high school curriculum, as specified in this agreement, to ensure standardization and attainment of goals.

## II. General Provisions

*Comprehensive College Examination and Industry Certification:* To receive college credit, students must meet the following criteria:

- A. Have a minimum of a “B” average in the high school course(s) designated in this document and have the recommendation of the high school career and technical program instructor and permission of the parent or guardian to take a college comprehensive examination for the articulated course(s).
- B. Pass the college comprehensive examination(s) approved by the Career and Technology Education programs coordinator or obtain the industry certificate(s) as listed. The high school instructor and the College of Central Florida programs coordinator will make arrangements once a year through the Career Pathways coordinator to administer the examination(s) at the College of Central Florida campus or to verify industry certification results. The high school and college faculty will identify course competencies.

Students who choose to be exempted from all or part of the examination requirements by industry certification will receive credit by experience for the class in question if all other requirements are met.

- C. Students who score a minimum of 80% on the comprehensive institutional examination or obtain the Industry Certification(s) as listed will be awarded a grade of “S” and will not factor into the student’s CF grade point average. A permanent college transcript will be generated. The exam results or proof of Industry Certification will be reported to the Career Pathways coordinator at CF.
- D. If the credit(s) for the articulated course(s) meet A.S. degree requirements, they will be applied toward the A.S. degree. Students will not be officially admitted to The College of Central Florida until all required admissions criteria have been met.

- E. Students who have obtained their Certified Nursing Assistant (CNA) will be recognized for their accomplishment by receiving additional consideration when applying for the nursing program.

### III. Sharing of Data

The College of Central Florida and School Board of Levy County, Florida agree to share student educational data under conditions consistent with the Family Educational Rights and Privacy Act (FERPA). Either party may initiate requests to share data if it has a legitimate educational interest in the data. The shared information shall be used solely to benefit the Career Pathways program and students by facilitating access to and increasing educational opportunities at both institutions. Each institution will be deemed a school official of the other for purposes of this agreement. The College of Central Florida will provide information about the sharing of data in its annual notification to students.

## Appendix E

### Career Pathways Articulation Agreement Between The College of Central Florida and School Board of Levy County, Florida

In a continuing effort to provide opportunities for secondary school students in the Animal Science program to transition into The College of Central Florida's postsecondary programs listed below, The College of Central Florida agrees to award college credit to eligible Levy County students according to the criteria delineated below. These credit hours may or may not be accepted for transfer credit by other institutions.

**Secondary Program**  
Animal Science and Services

**Postsecondary Program**  
Agribusiness Management A.S.  
Equine Studies – Business Management Specialization, A.S.  
Equine Studies – Exercise Physiology, A.S.

**Levy County**  
Chiefland High School  
Williston High School

**College**  
The College of Central Florida

#### I. Articulated Courses and College Credit

The College of Central Florida agrees to award college credit hours or admission points to the secondary programs listed above upon demonstration of mastery of competencies in the courses below either through Career Pathways College Credit Assessment or through Industry Certification.

- A. *College Credit through Career Pathways College Credit Assessment:* The following high school course(s) must be maintained with a “B” or better before assessment will be made to award The College of Central Florida credit hours and/or admission points:

High School Courses	CF College Courses	College Credits
Digital Information Technology (8207310)  Agriscience Foundations (8106810) Animal Science and Services 2 (8106210) Animal Science and Services 3 (8106220)	OST 1100 Introduction to Word (Elective 3) ANS 1236 Introduction to Equine Studies (3) <i>*Please note the above ANS 1236 course only applies toward the Equine Studies A.S. Degrees and is an open book exam</i> ANS 1003 Introduction to Animal Science (3) <i>*Please note the above ANS 1003 course only applies toward the Agribusiness Management A.S. Degree</i>	3 or 6

- B. *College Credit through Industry Certification:* Students who obtain the following industry certificate(s) will be awarded credit for the postsecondary course(s) listed below:

<b>Industry Certification</b>	<b>CF College Courses</b>	<b>College Credits</b>
FLFBR005: Animal Science Certification	ANS 1003 Introduction to Animal Science	3

Representatives of The College of Central Florida's Career and Technology Education programs will review, at least annually, the content of the high school curriculum, as specified in this agreement, to ensure standardization and attainment of goals.

## II. General Provisions

*Comprehensive College Examination and Industry Certification:* To receive college credit, students must meet the following criteria:

- A. Have a minimum of a "B" average in the high school course(s) designated in this document and have the recommendation of the high school career and technical program instructor and permission of the parent or guardian to take a college comprehensive examination for the articulated course(s).
- B. Pass the college comprehensive examination(s) approved by the Career and Technology Education programs coordinator or obtain the industry certificate(s) as listed. The high school instructor and the College of Central Florida programs coordinator will make arrangements once a year through the Career Pathways coordinator to administer the examination(s) at the College of Central Florida campus or to verify industry certification results. The high school and college faculty will identify course competencies.

Students who choose to be exempted from all or part of the examination requirements by industry certification will receive credit by experience for the class in question if all other requirements are met.

- C. Students who score a minimum of 70% on the comprehensive institutional examination or obtain the Industry Certification(s) as listed will be awarded a grade of "S" and will not factor into the student's CF grade point average. A permanent college transcript will be generated. The exam results or proof of Industry Certification will be reported to the Career Pathways coordinator at CF.
- D. If the credit(s) for the articulated course(s) meet A.S. degree requirements, they will be applied toward the A.S. degree. Students will not be officially admitted to The College of Central Florida until all required admissions criteria have been met.

### III. Sharing of Data

The College of Central Florida and School Board of Levy County, Florida agree to share student educational data under conditions consistent with the Family Educational Rights and Privacy Act (FERPA). Either party may initiate requests to share data if it has a legitimate educational interest in the data. The shared information shall be used solely to benefit the Career Pathways program and students by facilitating access to and increasing educational opportunities at both institutions. Each institution will be deemed a school official of the other for purposes of this agreement. The College of Central Florida will provide information about the sharing of data in its annual notification to students.

## Appendix F

### Career Pathways Articulation Agreement Between The College of Central Florida and School Board of Levy County, Florida

In a continuing effort to provide opportunities for secondary school students in the Dental Aide program to transition into The College of Central Florida's postsecondary programs listed below, The College of Central Florida agrees to award college credit to eligible Levy County students according to the criteria delineated below. These credit hours may or may not be accepted for transfer credit by other institutions.

#### **Secondary Program**

Dental Aide

#### **Postsecondary Program**

Health Information Technology A.S.

Dental Assisting A.S./ ADT

Nursing A.S.

Physical Therapist Assistant A.S.

#### **Levy County**

Chiefland High School

Williston High School

#### **College**

The College of Central Florida

#### I. Articulated Courses and College Credit

The College of Central Florida agrees to award college credit hours or admission points to the secondary programs listed above upon demonstration of mastery of competencies in the courses below either through Career Pathways College Credit Assessment or through Industry Certification.

- A. *College Credit through Career Pathways College Credit Assessment:* The following high school course(s) must be maintained with a "B" or better before assessment will be made to award The College of Central Florida credit hours and/or admission points:

High School Courses	CF College Courses	College Credits
8417100 Health Science A & P 8417110 Health Science Foundations 8417141 Dental Aid 3	DEP 2004 Human Growth and Development (3) *Applies toward A.S. in Nursing and A.S. in PTA HSC 2531 Medical Terminology (3) *Applies toward A.S. in HIT PHT 2342 Medical Terminology for the Physical Therapy Assistant (3) *Applies toward A.S. in PTA BSC 1080 Basic Anatomy and Physiology (3) *Please note: BSC 1080 only applies to the Dental Assisting Diploma HUN 1201 Human Nutrition (3) *Applies toward A.S. in Nursing	Up to 6



Edited 12/4/2019

- B. *College Credit through Industry Certification:* Students who obtain the following industry certificate(s) will be awarded credit for the postsecondary course(s) listed below:

<b>Industry Certification</b>	<b>CF College Courses</b>	<b>College Credits</b>
NONE	NONE	0

Representatives of The College of Central Florida's Career and Technology Education programs will review, at least annually, the content of the high school curriculum, as specified in this agreement, to ensure standardization and attainment of goals.

## II. General Provisions

*Comprehensive College Examination and Industry Certification:* To receive college credit, students must meet the following criteria:

- A. Have a minimum of a "B" average in the high school course(s) designated in this document and have the recommendation of the high school career and technical program instructor and permission of the parent or guardian to take a college comprehensive examination for the articulated course(s).
- B. Pass the college comprehensive examination(s) approved by the Career and Technology Education programs coordinator or obtain the industry certificate(s) as listed. The high school instructor and the College of Central Florida programs coordinator will make arrangements once a year through the Career Pathways coordinator to administer the examination(s) at the College of Central Florida campus or to verify industry certification results. The high school and college faculty will identify course competencies.

Students who choose to be exempted from all or part of the examination requirements by industry certification will receive credit by experience for the class in question if all other requirements are met.

- C. Students who score a minimum of 80% on the comprehensive institutional examination or obtain the Industry Certification(s) as listed will be awarded a grade of "S" and will not factor into the student's CF grade point average. A permanent college transcript will be generated. The exam results or proof of Industry Certification will be reported to the Career Pathways coordinator at CF.
- D. If the credit(s) for the articulated course(s) meet A.S. degree requirements, they will be applied toward the A.S. degree. Students will not be officially admitted to The College of Central Florida until all required admissions criteria have been met.

- E. Students who have obtained their Certified Nursing Assistant (CNA) will be recognized for their accomplishment by receiving additional consideration when applying for the nursing program.

### III. Sharing of Data

The College of Central Florida and School Board of Levy County, Florida agree to share student educational data under conditions consistent with the Family Educational Rights and Privacy Act (FERPA). Either party may initiate requests to share data if it has a legitimate educational interest in the data. The shared information shall be used solely to benefit the Career Pathways program and students by facilitating access to and increasing educational opportunities at both institutions. Each institution will be deemed a school official of the other for purposes of this agreement. The College of Central Florida will provide information about the sharing of data in its annual notification to students.

## Appendix G

### Career Pathways Articulation Agreement Between The College of Central Florida and School Board of Levy County, Florida

In a continuing effort to provide opportunities for secondary school students in the Dental Lab Assisting program to transition into The College of Central Florida's postsecondary programs listed below, The College of Central Florida agrees to award college credit to eligible Levy County students according to the criteria delineated below. These credit hours may or may not be accepted for transfer credit by other institutions.

**Secondary Program**  
Dental Lab Assisting

**Postsecondary Program**  
Health Information Technology A.S.  
Dental Assisting A.S./ADT  
Nursing A.S.  
Physical Therapy Assistant A.S.

**Levy County**  
Chiefland High School  
Williston High School

**College**  
The College of Central Florida

#### I. Articulated Courses and College Credit

The College of Central Florida agrees to award college credit hours or admission points to the secondary programs listed above upon demonstration of mastery of competencies in the courses below either through Career Pathways College Credit Assessment or through Industry Certification.

- A. *College Credit through Career Pathways College Credit Assessment:* The following high school course(s) must be maintained with a "B" or better before assessment will be made to award The College of Central Florida credit hours and/or admission points:

High School Courses	CF College Courses	College Credits
8417100 Health Science A & P 8417110 Health Science Foundations 8417151 Dental Lab Assisting 3	DEP 2004 Human Growth and Development (3) *Applies toward A.S. in Nursing and A.S. in PTA HSC 2531 Medical Terminology (3) *Applies toward A.S. in HIT PHT 2342 Medical Terminology for the Physical Therapy Assistant (3) *Applies toward A.S. in PTA BSC 1080 Basic Anatomy and Physiology (3) *Please note: BSC 1080 only applies to the Dental Assisting Diploma HUN 1201 Human Nutrition (3) *Applies toward A.S. in Nursing	Up to 6

- B. *College Credit through Industry Certification:* Students who obtain the following industry certificate(s) will be awarded credit for the postsecondary course(s) listed below:

Industry Certification	CF College Courses	College Credits
NONE	NONE	0

Representatives of The College of Central Florida's Career and Technology Education programs will review, at least annually, the content of the high school curriculum, as specified in this agreement, to ensure standardization and attainment of goals.

## II. General Provisions

*Comprehensive College Examination and Industry Certification:* To receive college credit, students must meet the following criteria:

- A. Have a minimum of a "B" average in the high school course(s) designated in this document and have the recommendation of the high school career and technical program instructor and permission of the parent or guardian to take a college comprehensive examination for the articulated course(s).
- B. Pass the college comprehensive examination(s) approved by the Career and Technology Education programs coordinator or obtain the industry certificate(s) as listed. The high school instructor and the College of Central Florida programs coordinator will make arrangements once a year through the Career Pathways coordinator to administer the examination(s) at the College of Central Florida campus or to verify industry certification results. The high school and college faculty will identify course competencies.

Students who choose to be exempted from all or part of the examination requirements by industry certification will receive credit by experience for the class in question if all other requirements are met.

- C. Students who score a minimum of 80% on the comprehensive institutional examination or obtain the Industry Certification(s) as listed will be awarded a grade of "S" and will not factor into the student's CF grade point average. A permanent college transcript will be generated. The exam results or proof of Industry Certification will be reported to the Career Pathways coordinator at CF.
- D. If the credit(s) for the articulated course(s) meet A.S. degree requirements, they will be applied toward the A.S. degree. Students will not be officially admitted to The College of Central Florida until all required admissions criteria have been met.

Edited 12/4/2019

- E. Students who have obtained their Certified Nursing Assistant (CNA) will be recognized for their accomplishment by receiving additional consideration when applying for the nursing program.

### III. Sharing of Data

The College of Central Florida and School Board of Levy County, Florida agree to share student educational data under conditions consistent with the Family Educational Rights and Privacy Act (FERPA). Either party may initiate requests to share data if it has a legitimate educational interest in the data. The shared information shall be used solely to benefit the Career Pathways program and students by facilitating access to and increasing educational opportunities at both institutions. Each institution will be deemed a school official of the other for purposes of this agreement. The College of Central Florida will provide information about the sharing of data in its annual notification to students.

## Appendix H

### Career Pathways Articulation Agreement Between The College of Central Florida and The School Board of Levy County, Florida

In a continuing effort to provide opportunities for secondary school students in the Digital Design program to transition into The College of Central Florida's (CF) postsecondary programs listed below, CF agrees to award college credit to eligible Levy County students according to the criteria delineated below. These credit hours may or may not be accepted for transfer credit by other institutions.

#### Secondary Program

Digital Design

#### Postsecondary Program

A.S. Digital Media Technology  
Web Design Specialization

#### Levy County

Chiefland High School

#### College

The College of Central Florida

### I. Articulated Courses and College Credit

CF agrees to award college credit hours or admission points to the secondary programs listed above upon demonstration of mastery of competencies in the courses below either through Career Pathways College Credit Assessment or through Industry Certification.

- C. *College Credit through Career Pathways College Credit Assessment:* The following high school course(s) must be maintained with a grade of "B" or better before assessment will be made to award the CF credit hours and/or admission points:

High School Courses	CF College Courses	College Credits
8207310 Digital Information Technology 8209510 Digital Design 1 8209520 Digital Design 2 8209530 Digital Design 3	DIG 2100 Web Design I	3

- D. *College Credit through Industry Certification:* Students who obtain the following Industry Certification(s) will be awarded credit for the postsecondary course(s) listed below:

Industry Certification	CF College Courses	College Credits
ADOBE020 Adobe Illustrator ADOBE022 Adobe Photoshop ADOBE010 Adobe Dreamweaver	DIG 2000 Introduction to Digital Media <i>*Note student must have all three certifications listed in left column</i>	3

Representatives of CF's Career and Technical Education (CTE) programs will review, at least annually, the content of the high school curriculum, as specified in this Agreement, to ensure standardization and attainment of goals.

### II. General Provisions

*Comprehensive College Examination and Industry Certification:* To receive college credit, students must meet the following criteria:

Edited 12/4/2019

- A. Have a minimum of a “B” average in the high school course(s) designated in this document and have the recommendation of the high school CTEprogram instructor and permission of the parent/guardian to take a college comprehensive examination for the articulated course(s).
- B. Pass the college comprehensive examination(s) approved by the CTE programs coordinator or obtain Industry Certificate(s) as listed. The high school instructor and the CF programs coordinator will make arrangements once a year through the Career Pathways coordinator to administer the examination(s) at the CF campus or to verify Industry Certification results. The high school and college faculty will identify course competencies.

Students who choose to be exempted from all or part of the examination requirements by Industry Certification will receive credit by experience for the class in question if all other requirements are met.

- C. Students who score a minimum of eighty percent (80%) on the comprehensive institutional examination, or obtain the Industry Certification(s) as listed, will be awarded a grade of “S” which will not factor into the student’s CF grade point average. A permanent college transcript will be generated. The exam results or proof of Industry Certification will be reported to the Career Pathways coordinators at CF and Levy County Public Schools.
- D. If the credit(s) for the articulated course(s) meet A.S. degree requirements, they will be applied toward the A.S. degree. Students will not be officially admitted to CF until all required admissions criteria have been met.

### **III. Sharing of Data**

CF and The School Board of Levy County, Florida agree to share student educational data under conditions consistent with the Family Educational Rights and Privacy Act (FERPA). Either party may initiate requests to share data if it has a legitimate educational interest in the data. The shared information shall be used solely to benefit the Career Pathways program and students by facilitating access to and increasing educational opportunities at both institutions. Each institution will be deemed a school official of the other for purposes of this Agreement. CF will provide information about the sharing of data in its annual notification to students.

## **Appendix I**

## Career Pathways Articulation Agreement Between The College of Central Florida and The School Board of Levy County, Florida

In a continuing effort to provide opportunities for secondary school students in the Digital Design program to transition into The College of Central Florida's (CF) postsecondary programs listed below, CF agrees to award college credit to eligible Levy County students according to the criteria delineated below. These credit hours may or may not be accepted for transfer credit by other institutions.

**Secondary Program**  
Digital Media/Multimedia

**Postsecondary Program**  
A.S. Digital Media Technology  
Web Design Specialization

**Levy County**  
Chiefland High School

**College**  
The College of Central Florida

### I. Articulated Courses and College Credit

CF agrees to award college credit hours or admission points to the secondary programs listed above upon demonstration of mastery of competencies in the courses below either through Career Pathways College Credit Assessment or through Industry Certification.

- A. *College Credit through Career Pathways College Credit Assessment:* The following high school course(s) must be maintained with a grade of "B" or better before assessment will be made to award the CF credit hours and/or admission points:

High School Courses	CF College Courses	College Credits
8201210 Digital Media/Multimedia Foundations 1 8201220 Digital Media/Multimedia Foundations 2 8201230 Digital Media/Multimedia Foundations 3	DIG 2100 Web Design I	3

- B. *College Credit through Industry Certification:* Students who obtain the following Industry Certification(s) will be awarded credit for the postsecondary course(s) listed below:

Industry Certification	CF College Courses	College Credits
ADOBE020 Adobe Illustrator ADOBE022 Adobe Photoshop ADOBE010 Adobe Dreamweaver	DIG 2000 Introduction to Digital Media <i>*Note student must have all three certifications listed in left column</i>	3

Representatives of CF's Career and Technical Education (CTE) programs will review, at least annually, the content of the high school curriculum, as specified in this Agreement, to ensure standardization and attainment of goals.

### II. General Provisions

*Comprehensive College Examination and Industry Certification:* To receive college credit, students must meet the following criteria:



Edited 12/4/2019

- A. Have a minimum of a “B” average in the high school course(s) designated in this document and have the recommendation of the high school CTEprogram instructor and permission of the parent/guardian to take a college comprehensive examination for the articulated course(s).
- B. Pass the college comprehensive examination(s) approved by the CTE programs coordinator or obtain Industry Certificate(s) as listed. The high school instructor and the CF programs coordinator will make arrangements once a year through the Career Pathways coordinator to administer the examination(s) at the CF campus or to verify Industry Certification results. The high school and college faculty will identify course competencies.

Students who choose to be exempted from all or part of the examination requirements by Industry Certification will receive credit by experience for the class in question if all other requirements are met.

- C. Students who score a minimum of eighty percent (80%) on the comprehensive institutional examination, or obtain the Industry Certification(s) as listed, will be awarded a grade of “S” which will not factor into the student’s CF grade point average. A permanent college transcript will be generated. The exam results or proof of Industry Certification will be reported to the Career Pathways coordinators at CF and Levy County Public Schools.
- D. If the credit(s) for the articulated course(s) meet A.S. degree requirements, they will be applied toward the A.S. degree. Students will not be officially admitted to CF until all required admissions criteria have been met.

### **III. Sharing of Data**

CF and The School Board of Levy County, Florida agree to share student educational data under conditions consistent with the Family Educational Rights and Privacy Act (FERPA). Either party may initiate requests to share data if it has a legitimate educational interest in the data. The shared information shall be used solely to benefit the Career Pathways program and students by facilitating access to and increasing educational opportunities at both institutions. Each institution will be deemed a school official of the other for purposes of this Agreement. CF will provide information about the sharing of data in its annual notification to students.

## Appendix J

### Career Pathways Articulation Agreement Between The College of Central Florida and School Board of Levy County, Florida

In a continuing effort to provide opportunities for secondary school students in the Horticulture Science and Services program to transition into The College of Central Florida's postsecondary programs listed below, The College of Central Florida agrees to award college credit to eligible Levy County students according to the criteria delineated below. These credit hours may or may not be accepted for transfer credit by other institutions.

#### Secondary Program

Horticulture Science & Services

#### Postsecondary Program

Agribusiness Management A.S.

#### Levy County

Williston High School

#### College

The College of Central Florida

#### I. Articulated Courses and College Credit

The College of Central Florida agrees to award college credit hours or admission points to the secondary programs listed above upon demonstration of mastery of competencies in the courses below either through Career Pathways College Credit Assessment or through Industry Certification.

- B. *College Credit through Career Pathways College Credit Assessment:* The following high school course(s) must be maintained with a "B" or better before assessment will be made to award The College of Central Florida credit hours and/or admission points:

High School Courses	CF College Courses	College Credits
Digital Information Technology (8207310)  Agriscience Foundations (8106810) Introductory Horticulture 2 (8121510) Horticulture Science 3 (8121520)	OST 1100 Introduction to Word (Elective 3)  ORH 1000C Introduction to Horticulture (3) ORH 1601C Nursey Management (3)	3 to 9

- B. *College Credit through Industry Certification:* Students who obtain the following industry certificate(s) will be awarded credit for the postsecondary course(s) listed below:

Industry Certification	CF College Courses	College Credits
FNGLA 001: Certified Horticulture Professional  FLFBR001: Agritechnology	ORH 1000C Introduction to Horticulture (3) ORH 1601C Nursey Management (3) AEB 2102 Principles of Agribusiness Management (3)	3 to 9

Representatives of The College of Central Florida's Career and Technology Education programs will review, at least annually, the content of the high school curriculum, as specified in this agreement, to ensure standardization and attainment of goals.

## II. General Provisions

*Comprehensive College Examination and Industry Certification:* To receive college credit, students must meet the following criteria:

- A. Have a minimum of a "B" average in the high school course(s) designated in this document and have the recommendation of the high school career and technical program instructor and permission of the parent or guardian to take a college comprehensive examination for the articulated course(s).
- B. Pass the college comprehensive examination(s) approved by the Career and Technology Education programs coordinator or obtain the industry certificate(s) as listed. The high school instructor and the College of Central Florida programs coordinator will make arrangements once a year through the Career Pathways coordinator to administer the examination(s) at the College of Central Florida campus or to verify industry certification results. The high school and college faculty will identify course competencies.

Students who choose to be exempted from all or part of the examination requirements by industry certification will receive credit by experience for the class in question if all other requirements are met.

- C. Students who score a minimum of 70% on the comprehensive institutional examination or obtain the Industry Certification(s) as listed will be awarded a grade of "S" and will not factor into the student's CF grade point average. A permanent college transcript will be generated. The exam results or proof of Industry Certification will be reported to the Career Pathways coordinator at CF.
- D. If the credit(s) for the articulated course(s) meet A.S. degree requirements, they will be applied toward the A.S. degree. Students will not be officially admitted to The College of Central Florida until all required admissions criteria have been met.

### III. Sharing of Data

The College of Central Florida and School Board of Levy County, Florida agree to share student educational data under conditions consistent with the Family Educational Rights and Privacy Act (FERPA). Either party may initiate requests to share data if it has a legitimate educational interest in the data. The shared information shall be used solely to benefit the Career Pathways program and students by facilitating access to and increasing educational opportunities at both institutions. Each institution will be deemed a school official of the other for purposes of this agreement. The College of Central Florida will provide information about the sharing of data in its annual notification to students.

# **University of Florida, Office of Professional and Workforce Development Career and Workforce Dual Enrollment Articulation Agreement**

This Agreement is entered into as of June 9, 2020 the School Board of Levy County ("School Board" or the "District") and the University of Florida Board of Trustees, a public body corporate of the state of Florida for the benefit of the UF Office of Professional and Workforce Development ("OPWD").

## **I. INTRODUCTION**

This Agreement is intended to implement Florida Statutes, Chapter 1007.271 and State Board of Education Rule 6A-10.024. OPWD and the School Board enter into this agreement to establish a collaborative relationship to offer online Career and Workforce Development Dual Enrollment courses that provide high school students a competitive advantage as they prepare to graduate and enter the workforce. This online Career and Workforce Development Dual Enrollment program presents high school students with opportunities that may lead to certification or licensure in a specific industry.

It is also the specific purpose of this Agreement to allow for eligible high school students to enroll in specific workforce-level courses and to receive credit for such courses from School Board and a Certificate of Completion from OPWD. Understanding that students at charter schools are public school students, except where noted, the policies, procedures, terms, and conditions which govern the participation and enrollment payment arrangements, as stated in this Agreement, shall also apply to all charter school students and charter schools operating within the jurisdiction of School Board.

The following terms and conditions shall govern eligibility and enrollment of students and the administration of the high school and courses offered via this Career and Workforce Development Dual Enrollment program.

## **II. DEFINITIONS**

- A. "Confidential Information" means written information which is disclosed by one Party to the other and marked as "confidential" at the time of disclosure or oral or visual information that a Party indicates is proprietary or confidential and, within thirty (30) days of disclosure, delivers written notice containing a description indicating the confidential nature of the information.
- B. "Effective Date" means the date in the opening paragraph of this Agreement.
- C. "Faculty" means individuals who are assigned by the OPWD to prepare content and provide instruction for Career and Workforce Development Dual Enrollment offerings.
- D. "Intellectual Property Rights" means trademark, copyright, patent rights, knowhow, and trade secrets.
- E. "Party" or "Parties" means either OPWD or the School Board, or collectively OPWD and the School Board.
- F. "Registration Fees" means revenue earned by the OPWD related to the enrollment of each student in Career and Workforce Development Dual Enrollment offerings minus applicable discounts, refunds, credits, rebates, credit card expenses, bank fees, and bad debt expenses.
- G. "Term" means the time period defined in III of this Agreement.

- H. “University Material” means all content, data, materials, and Intellectual Property Rights in content, data, and materials that are provided by the University of Florida for Career and Workforce Development Dual Enrollment offerings.
- I. “Workforce Development” means Career and Technical courses offered by OPWD.

### III. CONTRACT TERM

The term of this Agreement shall be effective as of (insert date), is subject to annual review, and shall continue until (insert date), unless terminated by either party or extended by amendment to this Agreement, in accordance with this Agreement (“Term”). Such termination shall be upon thirty (30) days advance written notice. Such termination shall not affect the rights and duties of the Parties under this Agreement with respect to the Career and Workforce Development Dual Enrollment students enrolled in the then current UF academic semester.

### IV. PROGRAM REQUIREMENTS

- A. **Purpose.** To allow students an opportunity to participate in post-secondary education while still enrolled in high school through OPWD’s online Career and Workforce Development Dual Enrollment program that counts towards high school credit and a recognized industry certification or license.
- B. **Length.** Per. s. 1007.271, participation in Career and Workforce Dual Enrollment may begin in 11<sup>th</sup> grade and ends upon graduation from high school. A student is no longer eligible for dual enrollment once they have graduated from high school.
- C. **Enrollment.** Enrollment in UF Career and Workforce Development Dual Enrollment courses may be in addition to the normal school load or a part of the student's regular load. The list of the University of Florida’s eligible Career and Workforce Development Dual Enrollment courses is available in **Exhibit A**.
- D. **Initial Eligibility Criteria.** The University of Florida agrees to permit students enrolled in an articulated School District, who have been certified by their school official as qualified, to enroll in the approved online high school credit and University of Florida Career and Workforce Development Dual Enrollment courses. The County Public Schools Liaison will be notified in writing if a change is made. Exceptions to these requirements may be granted on an individual basis if agreed upon in writing and signed by both Parties. Students participating in Career and Workforce Development Dual Enrollment options must meet the following initial student eligibility requirements:
  - 1. Enrolled in a course of study which will fulfill requirements for high school graduation
  - 2. 2.0 cumulative unweighted high school GPA.
  - 3. Meet any additional criteria set by the post-secondary institution.
- E. **Continuing Eligibility Criteria.** Students who will graduate from high school prior to completion of the postsecondary course may not register for the course through Career

and Workforce Development Dual Enrollment. Exceptions to these requirements may be granted on an individual basis if agreed upon in writing and signed by both Parties. Career and Workforce Development Dual Enrollment students are responsible for following the University of Florida's student code of conduct that outlines acceptable and unacceptable academic or behavioral misconduct. For UF students, such behavior includes cheating and plagiarism, etc. The student code of conduct delineates appropriate disciplinary procedures and sanctions in the case of unacceptable behavior. Students may lose the opportunity to participate in the Career and Workforce Development Dual Enrollment program if they are disruptive to the learning process; violate the University of Florida's code of conduct or regulations and/or School Board Rules; or violate federal, state, or local laws. In addition to the requirements above, to continue in the Career and Workforce Development Dual Enrollment program, students must maintain a 2.0 cumulative unweighted high school GPA.

- F. **Registration.** Students must register and adhere to the guidelines and registration deadlines posted on the University of Florida's Career and Workforce Development Dual Enrollment website.

**G. Withdrawal Procedures.**

1. OPWD Career and Workforce Development Dual Enrollment students are responsible for officially withdrawing from classes they are no longer attending in accordance with published University of Florida requirements and deadlines, e.g. drop/add periods.
2. Students who do not officially withdraw from a class may receive a failing grade.
3. Career and Workforce Development Dual Enrollment students are responsible for notifying the high school counselor, in writing, prior to withdrawal from any Career and Workforce Development Dual Enrollment course.
4. Pre-registration advising, including but not limited to posted withdrawal procedures, is the responsibility of the high schools in the District.

**V. RESPONSIBILITIES OF THE UNIVERSITY**

- A. Ensure information pertaining to Career and Workforce Development Dual Enrollment is made available to students on the OPWD's website.
- B. Will design and develop content for Career and Workforce Development Dual Enrollment offerings.
- C. Responsible for review, selection, appointment, administration, evaluation, and coordination of offering directors, faculty, and staff.
- D. Responsible for the following student matters: registration, collection of fees, distribution of books, and reporting.
- E. Shall provide and maintain the Learning Management System (LMS), as applicable, for presentation of Career and Workforce Development Dual Enrollment offerings to students.

- F. Publish deadlines and procedures on the Career and Workforce Development Dual Enrollment website.
- G. Notify the student of their grades. In addition, a document will be sent electronically to the High School indicating work completed.
- H. Have a process in place for virtual instructors to comply with student IEPs and 504s as well as serve the needs of English Language Learners.
- I. Assign a letter grade to each student enrolled in a Career and Workforce Development Dual Enrollment course. The letter grade assigned by the postsecondary institution shall then be posted to the high school transcript by School Board pursuant to s. 1007.271(20), F.S.
- J. Be responsible for making an annual report to the Commissioner of Education on the operation of the Career and Workforce Development Dual Enrollment program. County Public Schools will provide OPWD any information requested to complete such reports.
- K. Be responsible for monitoring the quality of curriculum to ensure that instruction is consistent with the University of Florida's policies and procedures.

## **VI. ROLE OF SCHOOL BOARD**

- A. Each School Board high school will advertise Career and Workforce Development Dual Enrollment using the same procedures and methods used for any other academic choice program offered by the School Board. This may include the high school Instructional Television (ITV) system, postings on the school• wide video system and each high school's web page. High school personnel direct students to meet with their school counselor if they are interested in learning more about participation in Career and Workforce Development Dual Enrollment. High school counselors will review criteria for participation in the Career and Workforce Development Dual Enrollment program with the student. This will occur during the registration period each semester. School counselors will advise students and make sure that the selected courses will meet high school graduation requirements.
- B. Verify the enrolled students are residents of the school district and eligible for enrollment in accordance with Section 1002.45 Florida Statutes.
- C. Verify the high school student and his/her parent(s) or guardian(s) have been counseled on the advisability of taking one or more Career and Workforce Development courses while in high school and on the specific requirements of the Career and Workforce Development Dual Enrollment program.
- D. Provide any required services to support a student's IEP consistent with the legal requirements for serving students with special needs in a virtual school.
- E. Provide access to computers and equipment, with internet access as necessary.
- F. Designate a District Liaison to act for School Board in all matters pertaining to this Agreement and to accept and approve all deliverables and invoices.
- G. Pay OPWD course registration fees within 30 days of receipt of an invoice. Registration fees are listed per course in Exhibit A. OPWD will submit an invoice to School Board at the conclusion of the enrollment period specified on the Career and Workforce Development Dual Enrollment website.
- H. Provide Career and Workforce Development Dual Enrollment students, free of charge, required course textbooks and other instructional materials in accordance with Florida



Statutes §1007.271(17). Instructional materials purchased by School Board on behalf of Career and Workforce Development Dual Enrollment students shall be the property of School Board against which the purchase is charged.

- I. Award high school credit for the course(s) upon its (their) successful completion by the Career and Workforce Development Dual Enrollment student and assign grade points, equivalent to those for AP/IB/AICE courses. Courses not taken for a grade are ineligible for Career and Workforce Development Dual Enrollment. The Career and Workforce Development Dual Enrollment Course—High School Subject Area Equivalency List published by the Florida Department of Education mandates the minimum subject area credit awarded for specific courses taken through Career and Workforce Development Dual Enrollment.
- J. Perform the initial screening and monitor student performance while participating in the Career and Workforce Development Dual Enrollment program. School Board counselors will communicate, as needed, with OPWD Career and Workforce Development Dual Enrollment staff in connection with student monitoring (and, if necessary, providing support for) while participating in the Career and Workforce Development Dual Enrollment program.

#### **VII. JOINT RESPONSIBILITIES**

- A. OPWD and School Board warrant and agree that all Career and Workforce Development Dual Enrollment courses shall meet the provisions of the current State of Florida laws and regulations.
- B. OPWD and School Board will inform students and parents that if students choose to enroll in courses that require certifying or licensure exams, the students will be required to pay for any/all exams.

#### **VIII. PUBLICITY**

School Board may not use the University of Florida's name, logos, trademarks or images or the name or image of any employee or official of the university in any fundraising, publicity, advertising or media release without the prior written consent of the university on each occasion, which may be given only by the Vice President for University Relations or their designee. University of Florida may not use School Board's name, logos, trademarks or images or the name or image of any employee or official of School Board in any fundraising, publicity, advertising or media release without the prior written consent of School Board on each occasion.

#### **IX. GENERAL PROVISIONS**

- A. **Liability.** To the extent permitted by Florida law, each Party agrees to be fully responsible for its acts of negligence or its agent's acts of negligence when acting within the course and scope of their employment under this Agreement. This section shall survive the termination of all performance or obligations under this Agreement and shall be fully binding.
- B. **No Waiver of Sovereign Immunity.** Nothing herein is intended to serve as a waiver of sovereign immunity by any agency or political subdivision to which sovereign immunity may be applicable or of any rights or limits to liability existing under Section 768.28, Florida Statutes. This section shall survive the termination of all performance or obligations under this Agreement and shall be fully binding.

- C. **No Third-Party Beneficiaries.** The Parties expressly acknowledge that it is not their intent to create or confer any rights or obligations in or upon any third person or entity under this Agreement. None of the Parties intend to directly or substantially benefit a third party by this Agreement. The Parties agree that there are no third-party beneficiaries to this Agreement and that no third party shall be entitled to assert a claim against any of the Parties based upon this Agreement. Nothing herein shall be construed as consent by an agency or political subdivision of the State of Florida to be sued by third parties in any matter arising out of any contract.
- D. **Equal Opportunity Provision.** The Parties agree that no person shall be subjected to discrimination because of age, race, color, disability, gender identity, gender expression, marital status, national origin, religion, sex or sexual orientation in the performance of the Parties' respective duties, responsibilities and obligations under this Agreement.
- E. **Remedies.** All rights and remedies provided in this Agreement are not intended to be exclusive of any other rights or remedies, and all rights and remedies shall be cumulative and shall be in addition to any other rights or remedies now or hereafter existing at law or in equity or by statute or otherwise. No single or partial exercise by any Party of any right, power, or remedy hereunder shall preclude any other or future exercisethereof.
- F. **Annual Appropriation.** The performance and obligations of both, the School Board and University, under this Agreement, shall be contingent upon an annual budgetary appropriation by its governing body and/or the legislature. If either Party does not allocate funds for the payment of services or products to be provided under this Agreement, this Agreement may be terminated by such Party at the end of the period for which funds have been allocated upon written notice to the other Party at the earliest possible time before such termination. No penalty shall accrue to such terminating Party in the event this provision is exercised, and such terminating Party shall not be obligated or liable for any future payments due or any damages as a result of termination.
- G. **Excess Funds.** Any Party receiving funds paid under this Agreement agrees to promptly notify the other Party of any funds erroneously received. Upon discovery of an erroneous payment or overpayment, the Party receiving such payment commits to refund such the excess funds payment or overpayment.
- H. **Public Records.** Each Party shall maintain its own respective records and documents associated with this Agreement in accordance with the records retention requirements applicable to public records. Each Party shall be responsible for compliance with any public records request served upon it pursuant to Chapter 119, Florida Statutes. Each Party acknowledges that this Agreement and all attachments thereto are public records.
- I. **Student Records:** Notwithstanding any provision to the contrary within this Agreement, both Parties to this Agreement shall fully comply with the requirements of the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g; 34 CFR Part 99), and any other state or federal law or regulation regarding the confidentiality of student records.

The Parties agree to:

- a. Hold the student records and information in strict confidence and not use or disclose except as required by this Agreement or permitted by law. All student records will be disclosed only to those who have a need to access the information in order to perform their assigned duties.
- b. Safeguard the student records through administrative, physical and technological safety standards to ensure adequate controls are in place to

protect these student records in accordance with FERPA's privacy requirements.

- c. Continually monitor its operations and take all actions necessary to assure that the student information and records are safeguarded in accordance with the terms of this Agreement.
- J. **Background Screening.** Career and Workforce Development Dual Enrollment students attending courses at UF are deemed to be post-secondary students. UF instructional personnel are not required to submit to the same level background screening as secondary school instructional personnel. Accordingly, applicable UF instructional personnel will not require access to School Board of Duval County Public Schools grounds nor require direct contact with secondary school students beyond the scope of its post-secondary curriculum delivered through its online process.
- K. **Incorporation by Reference.** All Exhibits/Appendices attached hereto and referenced herein, including Exhibits A, shall be deemed to be incorporated into this Agreement by reference.
- L. **Captions.** The captions, section designations, section numbers, article numbers, titles and headings appearing in this Agreement are inserted only as a matter of convenience, have no substantive meaning, and in no way define, limit, construe or describe the scope or intent of such articles or sections of this Agreement, nor in any way effect this Agreement and shall not be construed to create a conflict with the provisions of this Agreement.
- M. **Preparation of Agreement.** The Parties acknowledge that they have sought and obtained whatever competent advice and counsel as was necessary for them to form a full and complete understanding of all rights and obligations herein and that the preparation of this Agreement has been their joint effort. The language agreed to, herein expresses their mutual intent and the resulting document shall not, solely as a matter of judicial construction, be construed more severely against one of the Parties than the other.
- N. **Amendments.** No modification, amendment, or alteration in the terms or conditions contained herein shall be effective unless contained in a written document prepared with the same or similar formality as this Agreement and executed by each Party hereto.
- O. **Waiver.** The Parties agree that each requirement, duty and obligation set forth herein is substantial and important to the formation of this Agreement and, therefore, is a material term hereof. Any Party 's failure to enforce any provision of this Agreement shall not be deemed a waiver of such provision or modification of this Agreement unless the waiver is in writing and signed by the Party waiving such provision. A written waiver shall only be effective as to the specific instance for which it is obtained and shall not be deemed a continuing or future waiver.
- P. **Notice.** The Parties shall give any notice under this Agreement in writing and delivered by nationally recognized overnight delivery service (e.g., Federal Express) or by registered or certified mail, postage prepaid, and addressed to as follows:

<b>If to School Board:</b>  School Board of Levy County 480 Marshburn Drive Bronson, FL 32621  Attention: Carol Jones	<b>If to University:</b>  University of Florida 235 Tigert Hall, P.O. Box 113175 Gainesville, FL 32611-3175  Attention: Provost
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Either Party may notify the other in writing of any change in address. Any notice is duly given one (1) day after deposit with nationally recognized overnight delivery service or five (5) days after it is mailed by registered or certified mail, postage prepaid.

- Q. **Further Actions.** The Parties agree to execute any documents or perform any acts as may be reasonably necessary in order to give effect to the intentions expressed in this Agreement.
- R. **Interpretation; Severability.** The Parties may use the captions in this Agreement only for convenience and not for interpreting this Agreement. If any portion of this Agreement is held illegal, invalid or inoperative by a court of competent jurisdiction, then so far as is reasonable and possible (1) the remainder of this Agreement is valid and operative; and (2) to the extent legally possible, the Parties shall give effect to the intent manifested by the portion that is held invalid or inoperative.
- S. **Counterpart Execution.** This Agreement may be executed in any number of counterparts with the same effect as if both Parties have signed the same document. All counterparts constitute one Agreement.
- T. **Assignment.** Neither party may assign this Agreement (including through an acquisition or a change of control) without the prior written consent from the other party, which consent the parties may not unreasonably condition, withhold, or delay.
- U. **Entire Contract.** This Agreement constitutes the complete understanding of the Parties and supersedes any prior contracts, arrangements, communications, whether oral or written, with respect to the subject matter of this Agreement.
- V. **Modifications and Waiver.** The Parties may only modify this Agreement by a writing signed by both Parties. The waiver by either Party of any default under this Agreement is not a waiver of any other or subsequent default and is not effective unless it is set forth in a document signed by the Party against which the waiver is asserted.
- W. **Force Majeure.** Neither party is responsible for delays resulting from causes beyond its reasonable control, including without limitation fire, explosion, flood, war, strike, or riot, provided that the nonperforming party uses commercially reasonable efforts to avoid or remove those causes of nonperformance and continues performance under this Agreement with reasonable dispatch whenever the causes are removed.
- X. **Governing Law.** This Agreement is governed and construed in accordance with the laws of the State of Florida and the rules and regulations of the Florida Board of Governors and the University. The University and the School Board have all remedies afforded each by Florida law. The venue in any action or litigation commenced to enforce this Agreement is Gainesville, Florida.

The Parties have executed this Agreement by their duly authorized representatives as of the Effective Date.

**School Board  
Name:**

School Board of Levy County

Signature:

Print name:

Paige Brookins

Date:

June 9, 2020

Title:

Chairman of the Board

**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES**

**Approved:**

Signature: \_\_\_\_\_  
Print name: Joseph Glover  
Title: Provost  
Date: \_\_\_\_\_

**Acknowledged:**

Signature: \_\_\_\_\_  
Print name: W. Andrew McCollough  
Title: Associate Provost for Teaching & Technology  
Date: \_\_\_\_\_

**Reviewed:**

Signature: \_\_\_\_\_  
Print name: Colin Mailloux  
Title: Senior University Counsel  
Date: \_\_\_\_\_

Signature: \_\_\_\_\_  
Print name: Barbara Bennett  
Title: Director, Personnel and Financial Services for Teaching & Technology  
Date: \_\_\_\_\_

**Submitted:**

Signature: \_\_\_\_\_  
Print name: Andrew Campbell  
Title: Director, Professional and Workforce Development for Teaching & Technology  
Date: \_\_\_\_\_

## Exhibit A

### Agriculture, Food & Natural Resources

Course Number	Course Title	H.S. Credit	Cost
Career Certificate Courses			
EVS 133	Water Treatment Plant Operator, Level "C" OCP A (150 hours)	1	\$495
EVS 333	Wastewater Treatment Plant Operator, Level "C" OCP A (155 hours)	1	\$425

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
19-00026	13B	2019-2020	NOT POSTED	Web Batch Entry	WIP

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1			1000R0000 3344 0000 13440 00000 00000		05/26/2020	17,619.00	0.00
2			1000R0000 3344 0000 13445 00000 00000		05/26/2020	0.00	5,199.00
3			1000R0000 3310 0000 13100 00000 00000		05/26/2020	0.00	128,230.91
4		CORRECT BUDGET - 40019	4210E7300 0510 9008 40019 00000 00000		05/28/2020	300.00	0.00
5		REDUCE ALLOCATION - 42414 F2020	4210E5100 0510 9001 42414 F2020 00000		05/28/2020	0.00	805.00
6		ROLLFORWARD - 42412 F2020	4210E6300 0369 9001 42412 F2020 00000		05/28/2020	3,300.00	0.00
7		ROLLFORWARD - 42412 F2020	4210E6150 0510 9001 42412 F2020 00000		05/28/2020	26,665.91	0.00
8		ROLLFORWARD - 42412 F2020	4210E6400 0122 9001 42412 F2020 00000		05/28/2020	93,600.00	0.00
9		ROLLFORWARD - 42412 F2020	4210E6400 0132 9001 42412 F2020 00000		05/28/2020	4,800.00	0.00
10		ROLLFORWARD - 42412 F2020	4210E6400 0220 9001 42412 F2020 00000		05/28/2020	6,249.60	0.00
11		ROLLFORWARD - 42412 F2020	4210E6400 0221 9001 42412 F2020 00000		05/28/2020	1,502.20	0.00
12		ROLLFORWARD - 42412 F2020	4210E6400 0330 9001 42412 F2020 00000		05/28/2020	23,801.31	0.00
13		ROLLFORWARD - 42412 F2020	4210E6400 0151 9001 42412 F2020 00000		05/28/2020	2,400.00	0.00
14		ROLLFORWARD - 42412 F2020	4210E6400 0750 9001 42412 F2020 00000		05/28/2020	2,800.00	0.00
15		ROLLFORWARD - 42412 F2020	4210E7200 0792 9001 42412 F2020 00000		05/28/2020	9,131.08	0.00
16			3950R0000 3496 0000 39520 00000 00000		06/01/2020	0.00	37,100.00
17			1000E6500 0310 9001 13911 00000 00000		06/01/2020	28,000.00	0.00
18			1000E7600 0169 9001 11035 00000 00000		06/01/2020	200.00	0.00
19		TO CORRECT REVENUE - 40241 F2020	4210E6400 0750 0091 40241 F2020 00000		06/01/2020	0.00	0.01
20		TO CORRECT INDIRECT COST REVENUE	1000R0000 3494 0000 40230 F2020 00000		06/02/2020	0.00	10,496.55
21		TO CORRECT INDIRECT COST REVENUE	1000R0000 3494 0000 40234 F2020 00000		06/02/2020	0.00	450.00
22		TO CORRECT INDIRECT COST REVENUE	1000R0000 3494 0000 40298 F2020 00000		06/02/2020	0.00	1,310.05
TOTALS						220,369.10	183,591.52

\*\*\*\*\* End of report \*\*\*\*\*