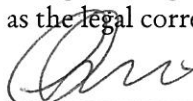# IV. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for a charter for *THE LEARNING PLACE* is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.

- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.

- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.

- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.

- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.

- Will participate in the statewide assessment program created under section 1008.22, F.S.

- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.

- Will obtain and keep current all necessary permits, licenses and certifications related to fire, health and safety within the building and on school property.

- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows _MS. MANZANO_ (name), _FOUNDER_ (title) to sign as the legal correspondent for the school.

_____   8/1/13
Signature   *Date*

ANN MARIE MANZANO
Printed Name

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: *THE LEARNING PLACE ACADEMY*

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED:
THE LEARNING PLACE ACADEMY INC

The Organization has applied for 501(c)(3) Non-profit Status: Yes __✓__   No _____

Provide the name of the person who will serve as **the primary contact** for this Application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

NAME OF CONTACT PERSON: *ANN-MARIE MANZANO*

TITLE/RELATIONSHIP TO NONPROFIT: *FOUNDER*

MAILING ADDRESS: *7601 SHAUMAR St*

PRIMARY TELEPHONE: (*786*) *556 4212* ALTERNATE TELEPHONE: (*786*)*556 4212*

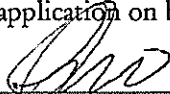E-MAIL ADDRESS: *MANZANOS.5 @ NETZERO. NET*

NAME OF EDUCATION SERVICE PROVIDER (if any): _____

NAME OF PARTNER/PARENT ORGANIZATION (if any): _____

Projected School Opening: _____

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	*K-5*	*300*	
Second Year	*K-5*	*450*	
Third Year	*K-5*	*600*	
Fourth Year	*K-5*	*750*	
Fifth Year	*K-5*	*1000*	

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

_____
Signature

FOUNDER
_____
Title

ANN-MARIE MANZANO
_____
Printed Name

8/1/13
_____
Date

The Learning Place Academy Charter School Inc.

APPLICATION FOR BROWARD COUNTY PUBLIC SCHOOLS

Aug. 1, 2013

Table of Contents

I. EDUCATIONAL PLAN

1. Mission, Guiding Principles, and Purpose

A. Provide the mission statement for the proposed charter school.
The mission statement should, in a few concise sentences, indicate what the school intends to do, for whom and to what degree. A school's mission statement provides the foundation for the entire application.

The mission of the Learning Place Academy is to provide each student at the Academy with the best education possible that is robust and relevant to the real world and helps each student attain the skills and knowledge needed for success in college and careers and compete effectively in the global economy. To accomplish this, the Academy sets the child in the nucleus of the combined efforts of family, teachers, the supportive staff, available resources and the community at large and prioritizes the delivery of these services by placing the student at the top of the concerted efforts and everyone else supports the learning process of the student and teacher, from administrators through supportive staff. See Appendix X for the child centered and upside down pyramid models.

In this environment students are afforded the opportunity to engage in collaborative, interactive, learning settings allowing them to be taught through positive and innovative, research based strategies, integrated throughout a rigorous and relevant curriculum that furnishes the students the tools that lead to academic success and achieve greater satisfaction in the learning process. The classroom is extended into the community creating a web of exchange and support among community members, family, and teachers assisting students build the necessary academic and social skills and enhance learning.

The Learning Place Academy hereafter called the Academy is designed as a child-centered, community-oriented public school of choice with a focus on individualized education, preparing the student to embrace college or career choices in the global marketplace, and embrace the green initiative. The academic program offers uniquely prepared world class educational opportunities that take into consideration the individual student's learning style while providing an educational environment that emphasizes the optimum educational growth of each student in order to develop critical thinkers, career oriented, and better able to care, imagine, become self-disciplined, and autonomous learners.

The Academy recognizes that every child is unique and brings to the classroom very distinctive skills, abilities and learning styles and that this diversity enhances the richness of the learning experience. The Academy believes that intelligence is not rare, that every child can learn to learn, and that self-realization is the foundation for all future fulfillments. The Academy is dedicated to assisting every child to develop his/her potential, implanting a solid foundation in intellectual growth and instilling the desire to become lifelong learners, absorbing the core values of peace, integrity, tolerance and respect for cultural differences.

The Academy will be non-sectarian in its programs, admissions policies, employment practices and operations as required by Section 1002.33(9)(c), Florida Statutes.

To serve as a unifying factor of the Mission and the actions of the Academy, a School Portfolio will be created that will show the how, when and where things are happening and the process of deciding what is taking place. It is a guiding tool for the staff, a historical depiction of what has taken place, and what steps are being taken to make changes. See Appendix X for school portfolio.

The goals of the School are:

- Obtain a five year charter contract with Broward County to operate a charter school
- To implement an individualized child-centered curriculum that includes movement, manipulation and discovery and accentuates learning in different manners in order to expose the student to different learning styles.
- To facilitate just in time learning so that the student gains good foundation of basic skills as well as well as study skills that will be needed to be successful in future learning and prepare them for college or career options.
- To provide a spiraling curriculum in all major subject areas where the child can continue to learn about similar topics in greater depth each year so that learning becomes a building process.
- To introduce the students to a "workforce simulation" environment and introduce career choices.
- To instill the student with a commitment to the environment by making responsible choices and embracing the green initiative.
- To create a safe environment that is psychologically and emotionally nurturing and is conducive to learning about academics and one's self.
- To extend the classroom out into the community, creating a web of exchange and support among community members, family, and teachers.

- To assist parents towards becoming partners in their children's education.

See Appendix Y for further elaboration of this topic.

Not only are the academic and cognitive aspects of the child nurtured, but the "whole child" (intellectual, cognitive, social, and emotional). The social, and emotional, aspects of the child's education have to do with practicing the values of compassion and empathy, service, integrity, self-reliance, and tolerance. At the Academy, adults will model these core values. Students practice these values everyday by doing such things as assisting peers who are having difficulties with materials and tutor them in areas of the curriculum that lets them understand the subject matter, doing what is correct in the classroom and at home, and by following the guidelines set for their benefit as seen in Appendix Y. In such an atmosphere, children learn to become peaceful and tolerant members of society who wish to succeed.

Upon graduating from the school each student will have:
- A clearly demonstrated set of academic skills that prepares him for the complexities of further learning in college and career choices,
- Insight into career choices and workforce environment,
- Experience in community service and sustainability practices,
- A keen awareness of their responsibilities as citizens of a global economy,
- A personal development plan for the years beyond their participation at the Academy.

B. Describe how the school will utilize the guiding principles found in section 1002.33(2)(a), F.S.
In accordance with the law, charter schools shall be guided by the following principles:
- Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.

- Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.

- Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.

The founders of the Academy accept this philosophic orientation and will establish a school of inclusion in the instructional programs for all students including students with exceptional needs - coupled with student and school accountability to foster such orientation. The Guiding Principles above will be woven into the school's program in the following ways. We will:
- Maintain the inclusive nature of the public school system by serving all

students in our targeted attendance zone and give parents another option of public education for their children.

- Align responsibility with accountability by remaining budget conscious and providing the best services to our students and parents within the budgetary constraints and reward teachers and staff that get the job done and are conscientious of their role in staying within budget. See Rewards and Compensation in Appendix X.
- Provide an innovative and rigorous standards-based curriculum to meet high standards of student achievement and to fully develop each student's learning potential.
- Provide a curriculum that builds skills in order to tackle postsecondary education and career paths successfully.
- Cultivate the benefits of sustainability practices and support green living.
- Keep the parents or interested stakeholders abreast in the student's education by providing different avenues for them to communicate information on their children's progress. See Appendix Y for examples of this.

A primary focus of the Academy will be to provide the student with a curriculum consistent with the Common Core Standards that allows them to get ready for college or career choices and prepares the student to compete in the global marketplace of the 21st century and to become life-long learners and critical thinkers that are better able to make responsible choices. See Appendix D for Common Core Standards.

C. Describe how the school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.

In accordance with the law, charter schools shall fulfill the following purposes:

- Improve student learning and academic achievement.

- Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.

- Encourage the use of innovative learning methods.

- Require the measurement of learning outcomes.

The Academy is committed to meeting the Prescribed Purposes of a charter school. To do this, the school will utilize a rigorous academic program based on the Common Core Standards adopted by the State of Florida as well as over forty-five other states and U.S. territories as part of the Next Generation Sunshine State Standards. The outcomes are characterized by high standards for all students, emphasizing reading throughout the curriculum and assisting the low performing students, and preparing all to be able to tackle the complex language of college or career text. Diverse teaching methods will be respected and encouraged allowing for creativity in designing unique approaches to instruction. Such approaches will include a (PIP) Personal Improvement Plan for each child, coupled with individualized

instruction, developing new means of assessments, imaginative uses of technology and utilization of portfolios. Learning may occur in isolated study, seminars, in cooperative learning groups, through technology, and facilitate learning through the arts in song or dance allowing for the creativity of each child to flourish.

To help students achieve greater independence and advance at their own speed, a tutoring segment guided by the student's PIP, will take part during school hours. Should the time prescribed exceed available time during school hours, accommodations for increased contact hours will be made on an individual basis. While in this segment children are encouraged to move ahead in a challenging curriculum supported by time-tested educational materials designed to maximize the learning of the individual student especially the low performing student. This program has two primary functions, to fill in the gaps a student may have in their education and to improve reading comprehension and math skills that will prepare him to meet the new challenges of the Common Core State Standards. See Appendix B – Individualized program.

To goal of the PIP is to increase the learning opportunities of each student. The PIP will include formative assessments throughout the program that will diagnose the individual child's needs, serve to form a prescribed program individual to each child, be the guiding light to generate a continuous improvement plan of action to provide for each child's needs even gifted students. At the primary level, the individualized plan targets specific skills that have been assessed as deficiencies or weaknesses in the child's reading, writing, speaking as well as math. With this plan, skills which show to be deficient receive attention improving student learning and academic achievement. This course of action makes the process of learning skills efficient and effective and is structured to upgrade skills, as an ongoing process, to upper levels of complexity and understanding. At advanced levels, students are further challenged beyond their specific grade level and will incorporate projects of interest and portfolio enhancements.

Through this tutoring component each student receives assistance in critical areas fulfilling their specific needs promoting more learning opportunities specially for the low–performing students and providing him/her with additional instruction in reading and math on a more personalized basis.

The program provides up-to-the-minute measurement of progress for each student both through the use of formative and substantive assessments and provides more opportunities of communicating these outcomes to parents and other stakeholders on a timely basis.

D. Describe how the charter school will fulfill, if applicable, the optional purposes of charter schools found in section 1002.33(2)(c), F.S.
In accordance with the law, charter schools may fulfill the following purposes:

- Create innovative measurement tools.

- Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.

- Expand the capacity of the public school system.

- Mitigate the educational impact created by the development of new residential dwelling units.

- Create new professional opportunities for teachers, including ownership of the learning program at the school site.

The Academy will face many challenges within and without its walls. This not only entails *overcrowding in the classroom as more residential dwellings* are built but also extends into the economic crisis facing the nation and the housing market dilemma that is taking place. Until stability in our neighborhoods takes place, the changes in housing and/or the turmoil of living through a near foreclosure will affect our students drastically. All schools should prepare for such stability issues and the manner which we handle possible negative experiences must be addressed realizing that what concerns the parents of our students will also trickle down to the child in the classroom. To this end, the Academy will attempt to join with the community to create a web of support for our students and their families in order to address some of these concerns. The Academy will initiate a mentoring program with community leaders, partnering with non-profit organizations, and introduced in town meetings to provide support to the children within the community and help with issues that increase instability in the home.

New programs that help provide stability to the child's world and improve self image can assist student learning. The Academy will maintain a School Portfolio that will serve to preserve a continual legend of occurrences in school such as collaborative planning among teachers that leads to improved student learning. The use of a portfolio is an innovative tool that will provide a means to evaluate the institution while new practices and methods of teaching are instituted. Changing established practices and making adjustments to program contents that eventually lead to academic success for students is a way *innovation can happen*. With the adoption of the Common Core Standards and the accompanying methods of delivering practices in teaching these standards will revolutionize educational practices. See Appendix X for information on School Portfolio.

While examining these new methods, the Academy will initially appear like any other school with children on task. Close inspection will denote the different means by which the school is run and the children learn. At any one period of the day, some children will be participating in interactive lectures, others will be watching a film followed by discussion in another corner, and others may be working in small groups collaborating on a science or history project. Learning becomes more "hands on" and children tackle new skills such as participating in open discussions on what they

have just read. Listening to other children express their opinions and writing about it, makes the experience become more commonplace.

One important element of the day, however, is how children participate in their own *PIP program* and undertake principally language and math skills. Every day they will be able to do math, read or practice writing skills one-on-one with a teacher. Every day their work is evaluated with formative tools and the student is given feedback on his/her work while advancing their prescribed education program to incorporate new skills. The students interact with the evaluators and provide valuable insight into how comfortable they feel with the program. Nightly, the students take with them a homework package that reviews work they've done in class and provides them with an opportunity to write their comments. Additionally the students have a forum to express how they felt about their work and what they found difficult and wish to spend more time practicing.

Every night, parents can participate in their child's program by providing precious one-on-one support, supply input of their thoughts about the homework to the child's homeroom teacher, and contribute to changes in their child's individualized program. A very special segment of homework are the nightly reading assignments where the parents get to participate with their children directly with the reading or indirectly surveying the task by asking questions to their children related to their assignments. This form of assessment becomes innovative as the parents become involved in areas affecting their children's education process. See Appendix Y for Contact Folder.

All these methods become part of the continuous improvement model that follows the premises of the upside down pyramid which give parents and teachers continuous input on how teaching and learning can be made better while providing *rigorous competition within the public school district* to stimulate continual improvement as well in all public schools. See Appendix X for the Upside Down Pyramid and Continuous Improvement Model.

The upside down pyramid is based on the premise that:
- Students are on top. They initiate changes
- Teachers share the top portion with the students since they are providing the services to the student
- Supervisory and ancillary staff's major function is to provide support to the teachers and facilitate learning for the student
- Administrators and top management of the school provide any and all needed support directly or indirectly to students.

The continuous improvement paradigm is based on the promise that one is never satisfied with the results and that there is always room for improvement. So while the full length of the cycle begins with inquiry into the

system or practice and ends with celebrating success, the whole cycle is repeated to investigate how to improve further.

Other *innovative methods* of teaching and/or assessing students include the *use of student portfolios* where student's work will be charted and displayed that will not only serve to preserve these wondrous years but provide innumerable data of how the child is doing in not so typical assessments. At the end of each educational segment, the student receives awards or certificates for work completed through class or homework, participation in their regular school work, individualized program, or specialized activities. In addition, the child will be encouraged to *maintain a bulletin board at home* where the student can display his work, awards and mementos of his accomplishments all helping to promote student's self esteem This will also serve to make a stronger link of the responsibility the student has for the work they complete in school and that which he must complete at home. See Appendix y for student portfolio and bulletin board.

The learning environment at the Academy will include: the use of successful learning strategies and the cohesiveness of the curriculum and will **borrow** some of the practices and theories of the research-based model MicroSociety. The application of these practices includes children participating in a microcosm of the real world inside the schoolhouse. The Academy will expand the strategies by allowing each student to have a role in running that microcosm, from managing the bank, to being the judge who arbitrates disputes. This segment called "Career Exploration" integrates real-world connections into curriculum and instruction throughout the day while a reserving special activities function within the Social Studies curriculum. The program creates powerful incentives for all children to learn, and its impact has been especially remarkable with those who struggle to succeed: children from low income families, children with limited English proficiency, and children with disabilities. This type of program leads to significant improvement in standardized test scores, grades, behavior, and attendance. In the Academy's version children learn about careers, will play act an occupation of their choosing, receive salaries in the form of "Sunshine Dollars", pay bills associated with this segment, do banking transactions including maintaining a checking account, budgeting their money, paying taxes and such. See Appendix B.

This "career exploration" segment not only expands the knowledge that is appropriate at the elementary level but *expands the capacity of the public* school system by bringing in more options to parents who wish their children to experience careers at an earlier age.

The results experienced with these types of programs interwoven into the school day provide rigorous competition to existing public schools that are already identified as "A" schools. Since this system provides optimum

results in less time. It *can expand the capacity of the public school system* because the changes in the regular school day can be easily made and able to provide tutoring to all students during school hours as well as adding a career choice segment.

In imparting education, teachers are encouraged to create new methods of teaching, including becoming more of facilitators rather than lecturers and explore the *ownership of such programs they create.*

The Academy is both a teaching and a learning institution, that is our teachers and staff are not only expected to teach but also to learn and develop professionally through in-house (PD) but also through on-line learning and career development opportunities in nearby institutes of higher learning.

As a research based teaching institution, we promote creativity and innovative methods of teaching. Instructors are *encouraged to develop curriculum that promotes learning* to our student population and to partner with the academy to make available such programs to other teachers and institutions. The Academy believes that exceptional teachers should be rewarded and endorses the process of promoting from within opening up opportunities for our own employees to progress in responsibility as well as accountability.

The Academy will operate at all times in compliance with Section 1002.33, Florida Statutes and the relevant State Board of Education rules and all amendments thereto.

2. Target Population and Student Body

A. Describe the anticipated target population to be served. *If applicable, applicants should describe if they will target, in accordance with the law, certain populations defined in section 1002.33(10)(e), F.S.*

The Academy is a K to 5th grade school serving students typically between the ages of 5-11 years old and offering them a quality education within a nurturing environment. According to statute *1002.33(10)(e),* (2) and (6)*F.S.* the Academy targets the economically and culturally diverse students who are *academically at risk,* those with *disabilities* and students served in *English for Speakers of Other Languages* programs. It will identify early those children that are English Language Learners (ELL) and academically *at risk* and provide these diverse students and their families the tools necessary to make them successful learners and productive members of society that are better equipped to handle the challenges of a global economy in the 21st Century.

The diversity of the school community also includes diversity of income, family structures and health issues. The Academy is committed to supporting, encouraging, and helping all children faced with daily challenges beyond their control. Such factors intervene with learning, and place them at risk of dropping out of school. To this end a lot of support is added not only to the children but to the parents as well. The ultimate goal is to increase student learning and provide each student with the opportunity to succeed.

The School admits students regardless of race, religion, sex, sexual orientation, national origin, income level, disabling conditions, or proficiency in the English language. The school will meet all applicable federal and local health, safety, and civil rights requirements. It will not violate the applicable anti-discrimination provisions found in federal and state statutes.

The Academy ensures that all eligible students with disabilities as well as ELLs will receive available accommodations and/or possible modifications in accordance with the regulations set forth in Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Individuals with Disabilities Education Act, and META decree. Staff will identify those children who require special education and provide an appropriate program for them in a timely manner, including the monitoring and updating of their individualized plans (i.e. IEP, EP, PIP or ESOL Plan).

B. Provide the following projection for each year of proposed operation: the grades that the school will serve, the projected number of students to be served in each grade, the number of students expected in each class, and the total number of students enrolled.

The Academy offers its students a quality education within a nurturing environment. The number of student to be served in each grade will vary with enrollment as we maintain class ratio of approximately twenty students per teacher based on statute. We project an enrollment of no more than 300 students the first year of operation, 450 for the second year, 600 for the third year, 750 for the fourth and 1000 totals for the fifth year and beyond as approved by the School Board. The student enrollment projections are based on continued population growth in future years. Studies for running the school at 50% and 75% capacity have been done and we feel confident that the school can run adequately with these minimal projections.

Below are projections of the mix of students who are going to enroll at the Academy. Actual plans may denote a totally different configuration of student numbers per grade level. Based on these figures, budget estimates coincide with the number of teachers needed. Only when enrollment is complete will the correct number of professionals be in place. The class size requirements will be maintained at the figures set by law.

year	grades	# of students	total
First	K-5	15 classes averaging 20 students	300
Second	K-5	23 classes averaging less than 20 students	450
Third	K-5	30 classes averaging 20students	600
Fourth	K-5	38 classes averaging less than 20 students	750
Fifth and beyond	K-5	50 classes averaging 20 students	1000

It is important to note that while we expect to have homogeneous grade groups in most classes, we anticipate there may be groups that are comprised of multi-age, multi-grade students as part of our attempt to place students in groups where they will make greater learning strides.

students	K	1	2	3	4	5	mixed	total
1 yr.	60	60	40	40	40	40	20	300
2 yr.	80	80	80	80	60	60	10	450
3 yr.	100	100	100	100	80	80	40	600
4 yr.	140	120	120	120	120	100	30	750
5 yr.	180	180	180	140	140	140	40	1000

Teachers	K	1	2	3	4	5	mixed	Combined # of teachers needed
1 yr.	3	3	2	2	2	2	1	15
2 yr.	4	4	4	4	3	3	1	23
3 yr.	5	5	5	5	4	4	2	30
4 yr.	7	6	6	6	6	5	2	38
5 yr.	9	9	9	7	7	7	2	50

3. Educational Program Design

A. Describe the school's daily schedule and annual calendar, including the annual number of days and hours of instructional time.

The Academy has a planned opening of August 2014. The instructional day at the school will begin at 8:00 a.m. each day (or as directed by the Sponsor). The instructional day at the school will end at 2:45 p.m. each day (or as permitted by the Sponsor). Minutes of instruction each day will be 435 minutes (or as permitted by the sponsor) allowing for a slightly longer day to include the enhanced curriculum. Number of instructional days per year and school calendar will consistent with the district for each year of the term of the charter. It will be 180 day calendar year or as directed by the sponsor. (Learning Place Academy will follow the Sponsor's calendar for the opening and closing of school and days off as stipulated in the district calendar).

The school day will include the time requirements primarily for the language

arts block, mathematics, and science. History and part of social science will be interwoven into the reading program using concepts from Shift 1 of the CCSS that allows for building knowledge through content rich text with 50% of the text being informational. The physical education program will be followed as stipulated by the district for each grade level and will include 150 minutes per week for physical education. In addition, the students will receive instruction in Spanish as foreign language, music, and art. Included as well will be the tutoring segment which will provide assistance to all students according to their academic needs, the career segment that helps to introduce career choices and experience, in a limited sense, what the work environment is like, and the green segment that prepares students to be stewards of their environment. A sample schedule is included in Appendix B.

B. Describe the proposed charter school's educational program.

The Academy will follow the district's regular education program including providing the implementation of the, the Next Generation State Standards and the Common Core State Standards, new assessments that will be adopted, classroom strategies that will be followed with the newly adopted guidelines and the manner in which lesson plans will be restructured to include the encompassed paradigms. Additionally, the Academy will implement a longer school day to accommodate a tutoring sector, green studies, and a career choice segment (See Appendix B). The school week will also include an "Activity Module" that will allow students to participate in music, dance, visual and active art, and physical activities.

The School's educational philosophy is based on the premise that excellence in education requires:

- An extraordinary commitment on the part of the family, school, and community members. The central focus of this issue is the belief that families are ultimately responsible for their child's growth and development and need to be prepared to assume responsibility within that role.
- Teachers who keenly observe, diagnose, and prescribe an individual education plan for each learner that is cooperatively developed and regularly evaluated by the teacher, parent, and child.
- A developmentally appropriate, experiential learning system that facilitates a sense of mastery and accomplishment, encourages students to become independent readers and able to read complex texts that open doors to further education and careers of choice.
- A staff devoted to providing a nurturing environment that would be attuned with the child's educational, emotional and psychological needs and to collaboratively be able to provide appropriate in-time services.

- A curriculum that addresses the whole child and provides for all students to be able to develop into social, responsible adults and develop skills needed to be successful in college or careers while participating in age appropriate activities.
- Parents that share in the learning process extending the learning experience of the child beyond the school walls.
- A community that becomes involved in the needs and growth of the students.

While direct instruction is still an important teaching strategy, research indicates that children learn best through interaction and active hands-on learning. The Academy is prepared to engage in a community partnership that will provide new and unique opportunities to employ simulations, develop group and independent study, projects, and other experiences that build on the characteristic strengths of this age group and curricula needs identified by the combined faculties of school and community partners. See Appendix X for Child Centered Model.

According to Common Core paradigm teachers will provide a linkage between subjects and make references to the interdisciplinary connections that exist. On the most obvious level, science and mathematics fit together. So do English and social studies. Integration within and across subject areas will be stressed, utilizing technology, visual and language arts and engaging activities. To illustrate how this will work, one needs to look at what the National Science Foundation's Statewide Systemic Initiatives Program has done in the state of Montana. The program supported the development of a mathematics curriculum that uses an integrated, interdisciplinary approach to integrate topics from various areas of mathematics and to inject content from the arts, sciences, and technology. Curriculum units constructed around themes, or directed at answering fundamental questions, or aimed at generative issues, readily lend themselves to integrative education. Other lessons will be prepared to make links between subjects ad provide continuity to the lessons on a deeper basis so that students understand connections and purpose to their learning.

Applied Learning

Applied learning gives students the opportunity to engage in rigorous, authentic learning experiences that are relevant to their learning needs and future ambitions. The School will emphasize Applied Learning by teaching students how to apply what they learn. In order to do this the curriculum will be presented in the context of experiences that call upon students to make use of knowledge in situations approximating those in which they will use knowledge in real life. Simulations that depict true life experiences will be encouraged. Students will participate in the creation of plays and hands on

activities that depict historical themes, scientific projects and cultural issues. Whenever possible, the classroom will be transformed into topical scenarios where the students will be exposed to multisensory learning where they can see, touch, hear and even smell the topics being studied.

Team Approach

The "team" approach will allow interdisciplinary curriculum to function as a kind of mini-department. This will allow teachers to collaborate with each other to the extent that one will pick up where the other teacher left off providing a seamless continuum to the instruction for the student. In addition instructors who teach a specific subject or specialty will share lesson plans to the other teachers who handle the other subjects or specialties so that they may make connections between the disciplines. In addition, teachers will be teamed according to their teaching styles to develop departments where the educators will enhance and build skills such as: encouraging uniqueness in students, encouraging investigative techniques, and creating social and working partnerships with the community.

The School plans on building an entire educational program unencumbered by departments that are defined narrowly by disciplines but by collective cooperation. There will be a focus on inquiry-based learning that will encourage students to interpret and apply knowledge across the disciplines, participate in discussions and team problem solving using visual and language arts as a means to reinforce and convey learning. This mission, or goal, will be protected, and valued by all who will continue to help shape the Academy.

In order for each student's needs to be addressed, the faculty, with the assistance of each student and parent, will prepare a Personal Improvement Plan (PIP) for each student prior to the end of the first nine-week period of school. Each month, students will be reassessed and the faculty will make appropriate adjustments for the growth experienced. Parents will then meet with faculty for their monthly conferences to be kept abreast of what has transpired that month. Parents and students provide input as to how comfortable they feel with the lessons so that adjustments can be made to the prescription. All data are gathered and appropriate reports are made to parents, teachers, and staff to integrate new goals and adapt the prescription to these new changes.

The professional staff will work as a team in the process of planning and delivering instruction with emphasis on the CCSS, in the preparation of personalized instructional plans, in the scheduling of community faculty and visiting professionals, and in the development of appropriate learning assessments. Below are some of the innovative tools that will be used at the academy:

Integrating Technology

Over the next three years, the faculty will work on integrating technology and instruction so that students can take advantage of the many ways technology may be used to help them learn, become independent readers, to help them prepare for future learning, and eventual entrance into college and their career choice, and to help them prepare to compete within the global economy. See Appendix D on Technology.

Small Group vs. Large Group Instruction

The Academy will use a component of small groups in the classroom as appropriate for differentiated learning as well as using it for the tutoring segment in order to ensure more individualized attention. In addition, to ensure success of this system the following elements will be utilized:

- Preparing individualized prescriptive plans that assist in building up the individual language and math skills from simple to complex using "The Big Idea" exemplar. Such plans will be modified often through the use of both formative and summative assessments, to make room for new goals and expectations.
- Within *this* segment, abstaining from using letter grades as a means of categorizing students but instead, the purpose of routine tests will be for prescriptive purposes and as a means of assessing the learning that has taken place and ensure that the student has acquired the skills necessary to form further learning.
- Having teachers behave in more of a tutoring atmosphere, concentrating on the needs of individuals rather than classroom management skills.
- Having the aides provide a continuous support to the teachers and maintain a flow of tasks to the students working on individual lessons (quiet time) either on computers or other learning activities.

The purpose of the individualized method is to provide support to the learning that takes place, fill in gaps in education that makes new learning difficult, provide scaffolding to classroom learning and additionally provide the child with the attention and importance they need to develop their self-esteem.

In the large group averaging 20 students in the classroom, teachers will help identify and accommodate students who need assistance in specific classroom situations and provide for those needs. They will become skilled in identifying teaching styles and will help in developing alternative teaching methods and scaffolding for those students needing help. Training will be provided to assist staff in developing a variety of approaches, especially

those that are interactive.

The school staff will be discouraged from utilizing lecture as a form of teaching. Instead, applicants for positions at the Academy will be asked to demonstrate both experience and skill in developing a hands-on/interactive approach to facilitate learning and improve student involvement. The teachers will provide an environment that respects every child's individual needs and understand the cultural differences of all the students.

Additionally, teachers will participate in vertical, across grade-level collaboration, and team-based grade-level planning to ensure that all students' academic needs are met. Intensive and continuous professional development will be conducted in unit planning, by following NGSSS and CCSS standards-based curriculum and content exploration in all subject areas. To support teacher development, interaction and performance, the Academy professional practices will:

- Use a peer-coaching model where teachers will observe one another in a non-threatening environment to encourage effective collaboration on teaching strategies.
- Establish study groups to examine content areas as well as effective pedagogy, which will include all instructional and administrative staff.
- Base professional development on implementing the NGSSS, CCSS, and current educational research.
- Provide learning opportunities and time for professional development to ensure that the curriculum and teaching practices benefit from current research and remain in accord with the highest national standards.
- Maintain a library of materials to support the professional development of all staff members.
- Provide mentors for all first and second-year teachers as well as those with identified deficits.
- Offer instructional support through Student Support Teams (SST) that will make recommendations for modifying a child's individual instructional plan, based on observed or documented difficulties.
- Provide training and support on:
  - differentiated strategies,
  - effective classroom management skills,
  - strategies on becoming facilitators so that instruction is child centered and culminating to child initiated,
  - methods of using peer assistance,
  - effectively carry on a multi-age group
  - the strategies to make use of new forms of teaching
  - assurances of student ownership on what they are learning and have learned

Instructional strategies will be based on a student-centered paradigm, which

will help students become the recipients of instruction and learning from all possible sources within and outside of the Academy.

Performance-based

This curriculum will be performance-based in keeping with Common Core State Standards as both results and processes will be emphasized keeping in mind that quality implementation of the Common Core State Standards is a necessary condition for providing all students with the opportunities to be successful after high school.

Interdisciplinary

Under the old traditional curriculum, instruction was presented individually by subject not allowing students to connect new and old ideas or to construct their own meaning of the information. With the CCSS the Academy staff will incorporate materials covering social science, history and geography as informational text. Teachers will meet weekly with the primary focus to collaborate in the preparation of interdisciplinary units. By the second year, the core curriculum of the transformed Academy will show how students address themes or clusters of subjects making connections to other subjects or real life. Students will demonstrate inquiry skills, know how to associate and synthesize across subjects.

Teachers may plan interdisciplinary units, by linking subject matter thematically utilizing multimodal, multi-genre text sets, literary non-fiction and informational text, primary source documents as well as digital text. The students work alone and within teams, reading, writing and speaking in order to explore in-depth the subject matter. The Academy's approach to learning is not only expected to increase the language skills of students through content rich text and improve tier 2 academic language but participate in purposeful reading, writing and speaking grounded in evidence. Students will participate in close reading techniques that will allow the student to go deeper into the text and be able to answer correctly text-dependent questions while improving their independent reading skills and College and Career Readiness (CCR) Anchor Standards.

Cooperative learning teams will have options on ways to report on a chapter in social studies or history. Teams might choose to create a play or skit to demonstrate their collective understanding of the text. Another choice might be to videotape an interview with fictional characters from the neighborhoods being studied, while another team might create a mural depicting the assignment. Creative approaches to teaching and learning may be developed as service learning experiences that can be included in

the student's portfolio.

C. Describe the research base for the educational program.

The Academy's goal is for students to become lifelong readers and critical thinkers and better equipped to enter college or career of choice. Under the CCSS, reading is the cornerstone of education progress; students need to read for comprehension at or above their grade level to succeed in all of their current class work, and in further educational endeavors or other vocations in life. Therefore, the Academy will conduct a rigorous school-wide reading and literacy program in keeping with the guidelines elected by over 45 states and U.S. territories to implement by the year 2014 that will provide opportunity for success for all students.

These standards define the knowledge and skills students should have within their K-12 education so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:
- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that all students are prepared to succeed in the global marketplace and society; and
- Are evidence-based

One of the key requirements of the Common Core State Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. By the time they complete the core, students must be able to read and comprehend independently and proficiently the kinds of complex texts commonly found in college and careers.

The Academy will implement a comprehensive and scientifically-based program that focuses on the five areas of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and text comprehension) and that offers all students an opportunity to meet or exceed grade level expectations for reading according to the Next Generation Sunshine State Standards and the Common Core SS.

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers,

school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce. They are evidence and research–based and internationally benchmarked to top-performing countries. These core standards represent critical learning targets for literacy and numeracy.

The standards are informed by the highest, most effective models from states across the country and countries around the world, and provide teachers and parents with a common understanding of what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live.

While a race is just beginning among the curriculum developers and book vendors to provide the very best possible texts to the schools when full implementation of these standards is to take place, the district and state are investing tens of thousands of dollars to prepare curriculum materials that can be combined with other texts that are multimodal and multi-genre and can be adapted in the classroom to apply the shifts required to attain the CCSS. These are:

Common Core Shifts for ELA/Literacy

1. Building knowledge through content-rich nonfiction
2. Reading, writing and speaking grounded in evidence from text, both literary and informational
3. Regular practice with complex text and its academic language

Common Core Shifts for Mathematics

1. Focus strongly where the Standards focus
2. Coherence: Think across grades, and link to major topics within grades
3. Rigor: In major topics, pursue conceptual understanding, procedural skill and fluency, and application

Until a clear winner of educational materials providers is acknowledged by the District, and an effort is made throughout the county public schools to adopt specific texts, the Academy will utilize the resources accessible through available pools of materials and supplies to fully adapt the practices promulgated by the CCSS. This is clearly a time to join in efforts with the district and follow the plan being implemented.

D. Explain how the educational program aligns with the school's mission.

The core attitude of the school is the integration of family, educators, community and cultural values into the governance and curriculum of the

school and enveloping all those energies around the child. It accepts that parental involvement in education is the foundation for increased academic achievement of students and truly believes it takes a community to raise a child.

The Academy approaches education with the belief that children learn best in an atmosphere where the child is the center of the education process. Every effort is placed in providing children with the best opportunities to learn and attain the skills and knowledge needed for success in college and careers and compete in the global marketplace economy. See Appendix X "Student Centered Paradigm. This is done through:

- Individualized instruction
- Peer tutoring
- Team teaching
- Innovative teaching methods
- Multiage learning
- Interactive learning centers
- Innovative learning tools
- Technology
- Utilizing ancillary staff to provide support to the students
- Providing on-going information to education program vendors so that they are aware of the shifting needs of student learning programs.

E. Explain how the services the school will provide to the target population will help them attain the Next Generation Sunshine State Standards, as required by section 1002.33, F.S.

The Academy plans to open for the 2014–2015 school year, the same year that Florida schools will usher in sweeping reforms in our educational landscape. The transitional period of instruction aligned to both the Next Generation Sunshine State Standards (NGSSS) and the Common Core State Standards (CCSS) for literacy and mathematics is expected to come to end with the administration of the CCSS-aligned, state-mandated assessments from the Partnership for the Assessment of Readiness for College and Careers (PARCC) that will measure student mastery of the new reading, writing, language, speaking, listening, and mathematics standards.

We expect that English Language Learners and "At Risk" students will probably make up a large portion of the targeted population at the Academy. The CCSS instructional shifts and practices are ideal for students that are in this population since they will receive more hands-on participation in the classroom. Their language skills will be put to the test like never before. The task of reading and rereading or close reading will serve to hone in more language adaptive capabilities that will be used in classroom discussion.

The National Governors Association Center for Best Practices and the Council of Chief State School Officers strongly believe that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English language learners (ELLs). However, these students may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.

To help ELLs meet high academic standards in language arts it is essential that the Academy put in place:
- Teachers and personnel at the Academy who are well prepared and qualified to support ELLs while taking advantage of the many strengths and skills they bring to the classroom
- Literacy-rich school environments where students are immersed in a variety of language experiences;
- Instruction that develops foundational skills in English and enables ELLs to participate fully in grade-level coursework;
- Coursework that prepares ELLs for postsecondary education or the workplace yet is made comprehensible for students learning content in a second language (through specific pedagogical techniques and additional resources);
- Opportunities for classroom discourse and interaction that are well-designed to enable ELLs to develop communicative strengths in language arts;
- Ongoing assessment and feedback to guide learning; and
- Speakers of English who know the language well enough to provide ELLs with models and support.

The Academy will provide these supports to our targeted population-ELLs as well as daily participation in the tutoring segment where the student will work on his prescribed plan and his (PIP) created as a result of formative and summative assessments and designed to target gaps and weaknesses he may have. See Appendix C, E, X, and Y that further elaborates what types of help is available for students who need assistance.

While the FLPOE is incorporating the Common Core State Standards as part of a nationwide initiative to put in place common standards of educational expectations for all students the following components will be incorporated:

Common Core Alignment

1. Data use alignment
2. Curriculum alignment
3. Student support alignment
4. Assessment alignment
5. Instructional materials alignment

6. Professional alignment
7. Instructional policies alignment
8. Resource policy and procedure alignment

The Academy envisions a purposeful shift towards the expected methods of delivering learning to take place. As such the direction of the Academy will be to provide the student access to the CCSS through high quality instruction aligned with the standards every day and that all teachers are professionally prepared to use data, curriculum, instructional materials, and policies alignments to implement the standards in the classroom every day. Administrators and support staff will play a key role of support to the students and teachers to make this shift possible. As a result, Professional Development will be an on-going process to make sure that each member of the staff knows their place in the student's education. See Appendix D for further explanation.

As specified by CCSSO and NGA, the Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society. The Standards are intended to be a living work: as new and better evidence emerges, the Standards will be revised accordingly

As changes take place which modify the accountability standards or adopt new ones, the academy will incorporate these right into the classroom. As it becomes evident that the teachers will need training or professional development in any area, that also will be made available so that all students receive the instruction needed to attain these standards.

As soon as able, the school will access any interactive lesson and unit planning tools available to the Academy in order to add, adopt, or modify their courses.

4. Curriculum Plan

A. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve the Next Generation Sunshine State Standards. If the curriculum has not been developed, describe how the plan for curriculum development shows how students will be prepared to attain the Next Generation Sunshine State Standards.

The Academy will be offering a regular balanced curriculum modeled after the District in regards to attaining the NGSSS and Common Core State Standards in reading, language arts, mathematics and science. Our

directives and guidance comes first and foremost from the State and District initiatives. So the standard curriculum utilized by the district will be followed in the areas of Language Arts/reading, Mathematics and Science and the incorporation of Social Science and History matter into the reading program as part of the non-fiction segment will be pursued keeping in mind the premise that we must prepare out students to be college and career ready no later than the 12th grade. Teachers will receive training on how best to use these programs or systems allowing for the greatest learning potential of the students through student participation and discussion. Each segment taught will identify the specific skill or benchmark to be achieved with mastery as its goal. Students, having difficulty with specific topics or segments, will be afforded additional help through teacher and/or peer referrals making the transition into the continuing segments smoother and avoiding gaps in their education. Tools such as RtI will be utilized to help those having difficulties and those of exceptional population and those that are ELL as the need becomes evident. See Appendix C, X and Y.

Due to the new standards, the manner in which services are provided to the student and their families has changed. With the CCSS, students at the Academy become active participants in learning rather than recipients of education. Academy students will:

- Lead in discussion within small groups as well as large groups. Stress is in the spoken and written language as well as in reading
- Take ownership of their goals and expectations by tracking their work so they can see what learning has taken place and what is still necessary to achieve in their plan of study. See Appendix Y for examples
- Provide assistance to peers through guiding instruction, tutoring, mentoring, etc.
- Share their work with others and explain their strategies
- Participate in teams to work on projects, completing lessons, competing against other teams, etc.
- Become actively involved in classroom duties or jobs posted

The purpose of these exercises is to prepare students who are independent, caring and social beings who embrace work, cooperation, ownership of what they have accomplished and can better deal with the challenges they will encounter in the 21st century global economy.

The teachers and staff at the Academy will work together to provide a rigorous, multisensory, hands-on curriculum that will spark the imagination of the students by providing challenging activities that enhances the learning experience. An example of this would be a segment dealing with "Old West" and a bale of hay is introduced to give the odor of what that experience would smell like and at the same time introduce tapes of sounds and background noise of what that real life experience would sound like. Research shows that the more senses are involved in the learning process

the higher the percentage of learning taking place and the richer the experience. Children are willing participants when the learning experience becomes special, interesting, challenging, and fun.

Students in grades K-5 will be taught basic skills in reading and mathematics with mastery as our instructional goal. Overall Classroom size for K-5 will average 20 students, sometimes configured as multi-age settings, thus allowing for individualized learning as well as conventional classroom instruction, peer, group and collaborative learning. In addition, the basic skills instruction will be enhanced with hands-on learning in science and social studies allowing for child-centered instruction utilizing teachers as facilitators rather than traditional lecturers. In order to provide the 4th – 5th grade students with the preparation to handle the more complex nature of their curriculum, the Academy will seek teachers who have specific training or experience in the subject area. Rounding out the curriculum will be classes to help all students develop socially, emotionally, physically, and creatively. These class offerings include art, music, physical education, Spanish for Spanish speakers, Spanish as a second language, and English for Speakers of another Language (ESOL).

The following is a detailed explanation of the academic areas that all Academy students will receive instruction during their six years at the school.

Core Curricular Offerings:
- Reading and Language Arts
- Mathematics
- Science
- Social Studies/History
- Physical education/dance
- Spanish/Spanish (S)
- ESOL

In addition, the students will be exposed to the arts both visual and participative, sustainability practices and responsibility to the green initiative, and a career hands-on segment that will introduce them to career choices available in the 21st Century.

B. Describe the research base and foundation materials that were used *or will be used* to develop the curriculum.

The academy will follow the district's plan for the research based materials, tools and books that will be used in the classroom as the foundation for each subject, utilizing the training available by the district, Academy and book vendors on to how best to use the selected texts and the whatever is

available for charter schools from the plans developed by the district. It will also incorporate other research based materials proven as high indicators of success as permitted by the district.

The Academy plans to adopt the materials that are approved by the state and the district and use any materials that have been compiled that are multi-genre and multi-modal as approved by the CCSS. In addition the Academy will use the following foundation and research based materials for LA/reading:
- Success for All
- Specific Skills Series
- Houghton Mifflin Readers
- Phonics (McGraw Hill)

For mathematics and content area subjects such as Science, and non-fiction texts for Social Science and history, the will use what the district prefers. In the absence of a preference from the district, the Academy will use Houghton Mifflin for the language arts series since they have incorporated an ESOL component to supplement the regular textbooks that is very effective for ELLs.

Houghton Mifflin programs are the subjects of rigorous independent research studies that confirm their efficacy and ensure their compliance with federal No Child Left Behind legislation. One such study began in 1997 under the auspices of the National Institute of Child Health and Human Development (NICHD). The study demonstrates that students using Houghton Mifflin Reading consistently performed better in critical beginning reading skills than those using other programs.

Success for All (SFA) is a comprehensive reading, writing, and oral language development program for pre-kindergarten through third graders which can be used in conjunction with other basal curricula. Its underlying premise is that all children can and should be reading at grade level by the end of third grade. Several key features of the program work toward achieving this end.

The reading instruction, delivered in 90 minute daily blocks, is thorough and research-based, and incorporates immediate intervention. Tutors are available to help those students who are having difficulty reading on a level with their classmates and will need immediate intervention that may require a more direct approach.

McGraw-Hill products such as the Specific Skills Series and their phonics program have a history of success in both areas. From a practical arena however, many national and local educational centers have used and continue to use both the Specific Skills Series and their Phonics materials

for their ease of use and direct learning outcomes attributed specifically in the individualized segment of their instruction. Both these adjunct materials will be used by the Academy as part of the tutoring segment of instruction.

The Academy will be vigilant to the newest and best predictors of success while we search for materials and learning aids to utilize in teaching the subjects prescribed by the district. Such materials/systems that have been used to for reading and been successful with our target population for individualized instruction are Success for All, Specific Skills Series, SRA, Voyager, Plato, and Success Maker among others. These materials utilized within an individualized program assist in the acceleration of reading skills since they target the needs of each child in an efficient manner, building up self esteem and self assurance with each lesson.

C. Describe the school's reading curriculum. Provide evidence that reading is a primary focus of the school and that- there is a curriculum and set of strategies for students who are reading at grade level or higher and a separate curriculum and strategy for students reading below grade level.

The reading curriculum must be consistent with effective teaching strategies and be grounded in scientifically-based reading research.

Reading

The primary objective of any reading program is to help the students comprehend what they read, effectively express what they mean, and apply these skills to all areas of the curriculum. The use of multi-level tests, computer programs and a wide variety of multi-genre, multi-modal texts together with the Common Core State Standards' shifts help each child master the skills needed to achieve early independence in reading that will prepare them to be college and career ready by the time they finish high school. These content rich texts provide a deeper understanding of the selected material, increased text-dependent questions focused on Tier 2 academic language and provoke higher level thinking skills such as analyses and inferences.

The Academy will make CCSS reading as the central focus of the school's program. A firm foundation of reading skills is developed through a strong research-based phonics program that provides word attack and word analysis skills and the acquisition of decoding skills. During daily reading periods, teachers will use numerous approaches to develop and strengthen comprehension skills. Informal discussions of stories will promote inferential skill development, and frequent oral reading will encourage expressiveness both oral and written. Children will learn to appreciate literature through open discussion in the classroom and through their own creative stories. Furthermore, students will develop the reading habit at an early age as they participate in a home centered reading program where they read nightly and

answer questions utilizing in higher order thinking skills. Strategies such as close reading will prepare the student to be a more effective investigative reader and help to provide an academic vocabulary that will serve him to read more complex text materials such as he will face in college and career training. See Attachments X and Y.

Strategies for Students Reading Above and Below Grade Level

Because students come to school with different levels of readiness, the reading program will be structured in a manner that will serve all students well. In the classroom, children will be able to receive differentiated assistance. In the Academy's individualized reading program each student will be working on a program that accommodates him/her individually. All students whether they are on-grade-level or above, as well as readers-at-risk will have a prescription that will adapt to each child's needs. For those who have attained correct reading level, they can continue to grow beyond their reading level. No student will be held back from advancing beyond their grade level. Gifted students will have access to materials that will challenge them, as well as the direction from a gifted program, and teachers who are trained in working with this population.

Readers-at-Risk Program Structure

The processes for students who, for any reason, are considered at-risk of completing school are:

- Instruction with a structured delivery based on a 90-minute class session. This model assures daily direct instruction in whole group (45 min.), direct instruction and intervention in a small group setting (45 min). Plus an additional 20 minutes of immediate intensive intervention will be included based on ongoing assessment results at least three times per week.
- Use of reading materials of various levels of difficulty and interest
- Maintenance of a print-rich classroom learning environment which includes trade books, high interest fiction and non-fiction titles, and books that connect to other subject areas
- Strong vocabulary emphasis across the curriculum through practice with definitions in context, dictionary definitions, understanding of word parts, analogies, and etymologies
- Use of predictable language materials for students who are lagging behind three grade levels in reading. These materials are based on rhyme, rhythm, and repetition of patterns. Materials will be high interest to motivate the reluctant reader. Reading will be further enriched via visual formats in building conceptual models. This approach results in dynamic, visual, and spatial images that promote the formation of vivid

mental models that are especially beneficial for students with little knowledge brought about by a lack of interest in reading due to poor reading skills.
- Receiving the maximum "during school hours tutoring" of 2.5 hours in their individualized program which can extend to "extra tutoring" before and after school as well as Saturday morning sessions.
- Applying "America's Promise" – Five Promise Techniques to further support this population. See Appendix X for further elaboration.

See Appendix D for listings of purposes of the policies and procedures that will be in place, types of materials that will be used, and systems that will be implemented.

Differentiated Strategies for Gifted Students

Learning Place Academy will conduct a gifted education program in the same manner as other special education programs insofar as special programs exist to address special needs of students not typically met by mainstream instruction. Our program will use teachers who are trained in meeting the needs of the special population. Teachers will identify students using specific assessments approved by the district to look at areas of critical and creative thinking as well as referrals from classroom teachers. Depending upon the number of students meeting gifted standards, a Gifted Students Resource Room may be created for all gifted students. Below are some strategies that will be used with gifted students:
- Use of computer-assisted instruction for students to practice reading skills as well a work in the content area.
- Extensive use of student portfolio to prepare projects and activities to enhance learning and build up cognitive skills at higher levels
- Allow students to participate in intervention programs and become mentors and peer-tutors to work with at-risk students.

On-Grade-Level and Above-Grade-Level Reading Program Structure

The goal of instruction for this group of students is to keep them motivated and excited about reading and to improve their reading level. Strategies for this group include:

- Instruction with a structured delivery based on a 90-minute class session. This model assures daily direct instruction in whole group (20 min.), direct instruction and intervention in a small group setting (20 min.), experience with modeled and independent reading (20 min.), use of research-proven software (20 min.), whole group direct instruction, and closure (10 min.).
- Sustained silent reading requiring a written assignment

- Independent reading assignments requiring book reports, literary analysis, oral reports, debates, etc.
- Timed readings to increase speed, accuracy, & comprehension across the content areas
- Emphasis on reading strategies such as skimming, scanning, predicting generalizing, re-reading and close reading to assist students in comprehending materials of increasing difficulty and to vary reading strategies for diverse purposes inherent in the content areas
- Use of computer assisted instruction to augment classroom programs and provide skilled practice for acceleration. (Examples of computer programs with excellent assessment in each of the five skills identified by research as critical to successful readers are Destination Reading or Accelerated Reader.)
- Teacher directed lessons focusing on skills to be learned and applied by students such as discussions, academic reading, etc.
- Promotion of reading in the home and with parents reading to and with their child.
- Other instructional or practice materials, a myriad of additional resources, instructional methods, and opportunities (before, during and after school) that will be used by students so as to continually increase their levels of reading and understanding complex materials preparing them to read college level and career readiness texts. See Appendix D for new CCSS and instructional shifts materials.

D. Explain how exceptional students and students who enter the school below grade level will be engaged in and benefit from the curriculum.

The Academy is keenly aware of the special needs population that it will select to attend the school. As such it will make every effort to provide all the necessary services within its capacity and make all reasonable accommodations to this population. Once identified as exceptional students by their IEP, the Academy will provide a seamless continuation of services to this population.

Teachers will be expected to provide information about any student suspected of being exceptional and not yet identified as needing special attention. Efforts to provide immediate assistance will be followed while the steps are taken to identify the specific needs of that student and the process to evaluate the student should special services be necessary takes place. While the process is taking place, students will be afforded all available aids in place to assist these students with their specific needs as identified by their IEP, EP and PIP. Available to these students will be the support of teacher teams, peer tutors, mentors, expanded tutoring plan after school and assistance in other subjects by utilizing reading in the content area techniques prepared by the curriculum specialist.

The following is a list of services that will be provided as procedural safeguards to serve the needs of the exceptional student population as sanctioned by the District:

- Academic pullout - since students will be mainstreamed into regular education classes; those ESE students who require extra attention will be pulled out for specialized instruction as stipulated by their IEP. The amount of pullout, the specific skill, and content area to be remedied will be determined by their Individualized Education Plan (IEP). The Academy will comply with regulations as to the accommodations required by law be made available to ESE students as identified in their IEP in order for the student to receive a Free Appropriate Public Education pursuant to the Individuals with Disabilities Education Act. Students will not be withdrawn once identified as disabled based on finding that the student needs a service delivery model not presently in existence at the school but will be referred for enrollment in the School District only when the IEP team finds that the student's educational needs cannot be met at the charter school.
- The student population will be served in the least restrictive environment.
- Consultation and collaboration will be provided for those students, who can succeed without the assistance of pullout, but need extensive monitoring.
- Speech Therapy - a speech therapist will either be on staff, or contracted out depending on the number of students requiring speech therapy, as per their IEPs.
- Physical and occupational therapy will be contracted out as needed.
- Enriched Curriculum for gifted students will be provided as stipulated. See Gifted below.
- Instructional materials and learning seminars will be made available to parents, family members and other volunteer tutors so they will know the best methodology to use with teaching exceptional students.

The Academy will staff an ESE coordinator. The following describes the responsibilities held by the ESE coordinator to assist in providing the necessary assistance to these students:
- Orientation for ESE parents and students before school begins. This would deal with the nature of different disabilities, connections between being ESE and having discipline problems, (explaining to the parents that ESE students have a different set of rules that must be followed when they misbehave), frustration of students with disabilities, and orientation of school's ESE program. A similar orientation for staff and community faculty will be provided during in-service before school starts.
- Weekly consultations with teachers and staff. This would ensure that appropriate modifications are occurring during instructional activities,

as well as ensuring that the teachers are providing the appropriate test modifications.

- Administer screenings of those students who have consistent difficulties and are referred by teachers, and who have proper consent from their parents. This will then be followed up with the Area School Psychologist.
- Administer reevaluations as per three-year regulations.
- Provide a tutoring schedule as per their IEP.
- Conduct special tutoring sessions, as well as groups for students to deal with issues such as "study skills designed for the disabled by using their learning style strengths" and "frustration in the classroom." A volunteer coordinator will assist in locating volunteers and mentors qualified to work with students in need.
- Work together with the data processor to ensure that all dates in the system are correct and, therefore, ensure that the school gets the correct funding for our ESE students so the correct services will be provided.
- Teachers will be trained in RtI (Response to intervention) procedures in order to identify students who are struggling with their work and ensure the highest possible student achievement. The Academy plans to implement the District plan for RtI in order to make this process a reality at the academy,
- Provide support to these students so they too can have opportunities to help others.

The Academy will work with the guidance of the School District to identify the special needs of the students and to meet all applicable state and federal requirements, including the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973. In addition, the America's Promise Checklist will identify students' needs in five fundamental areas, and secure available resources in the community.

The Five Promises

The Five Promises are the fundamental resources that young people need to succeed. These 5 targeted areas provide the framework of ensuring that more young people experience more of the Promises.

- Caring Adults
- Safe Places
- A Healthy Start
- Effective Education
- Opportunities to Help Others

Children who receive at least four of the Five Promises are much more likely than those who experience only one or zero Promises to succeed academically, socially and civically. They are more likely to avoid violence, contribute to their communities and achieve high grades in school.

Receiving at least four of the Five Promises also appears to mitigate gaps across racial and economic boundaries. To experience the full power of the Promises, young people must experience these critical supports throughout their lives — in their families, at schools and out in their communities.

See Appendix X for further elaboration.

Students entering the Academy below grade level and do not qualify as exceptional students will be identified early on through initial assessments what their special needs are and an appropriate prescription will be prepared which will include extra tutoring opportunities, teacher and peer support, and assistance with reading in the content area until they begin to read at grade level (See Reading in the Content Area in Appendix X).

E. Describe proposed curriculum areas to be included other than the core academic areas.

Three major areas, not common in school curriculum, will be added to the academy's program during extended school hours. These are the tutoring model, the career exploration segment and the green studies curriculum.

Tutoring Model
The tutoring model is a system that is instituted to serve the specific needs of the individual student. It is a highly effective program since it targets the needs of each child individually, addresses those needs specifically, and focuses on the plan prepared for that particular student. The tutoring model encompasses:

- Assessment for the purpose of preparing an individualized program
- Prescription for the purpose of integrating those concepts that will serve to assist the individual meet specific curriculum goals
- Implementation of the program puts into action the prescription prepared for the student at a reduced ratio of teacher to students, independent reading, or the use of technology assisted lessons
- Reassessment for the purpose of identifying reached targeted goals, advancing to higher levels of the program and instituting new curriculum goals.
- Modification of the prescription to meet the newly assessed needs.

Career Exploration
The career element is based on the theory that students need to learn skills that can be transferred into the work place. This segment outlines the skills

that should be taught and at what grade level they can be introduced. The goal of this program is to provide real life experiences to the students and allow them to make real life connections of their school work with the workforce place. A hands-on activity element is the career selection each student selects and play acts a profession. In the process they may choose to enter a service, select a professional career or begin a business, they learn there is income and there are expenses associated by that particular career. The income and expenses are transferred into creating a budget, maintaining a journal, and pay expenses and taxes within the income they receive. The students get paid in "Sunshine Dollars", maintain a bank account, and are aware of the budgetary constraints within the chosen career and how to handle expenses within a budget. This segment is taught along with Social Studies and is put into practice two times a week. The children interact very positively to the exercises and look forward to this segment every week.

Green Segment
In this curriculum segment, students are introduced to a sense of their place within a finite world with limited resources that must be respected and nurtured. Some of the topics touched in this segment include but are not limited to:
- Preserving the planet's resources
- Learn their place in this planet
- Introduce agricultural methods of growing own organic food
- Learn about energy sources available to them
- Recycling
- Green practices
- Stewardship
- Sell what they grow as a fundraising practice

See Appendix B for further elaboration of these three programs.

F. Describe how the effectiveness of the curriculum will be evaluated.

The academy will use a "Report Card" system, similar to the Benchmark Checklist used by the Collaborative Problem-Solving (CPS) Teams, to evaluate the curriculum that is being used to identify key concepts on curriculum evaluation. At a minimum, it will ask to evaluate the following:
- The name, purpose and outcome desired
- The relevancy to the NGSSS and CCSS
- If the curriculum and time allotted meets the outcome desired
- Does the curriculum engage the students with materials that are adequate for the grade level and encompasses various techniques to scaffold or assist students with various learning needs

- Is the material of interest to students, stimulating and require students to apply concepts

See Appendix D on CPS Team Benchmark Checklist.

Each program/system used to instruct students will be evaluated by the teachers who use them for classroom instruction. Systems implemented in the classroom will be under continuous scrutiny by teacher teams in order to apply continuous improvements to their usage. See Appendix X for further elaboration. In addition, research results from professionals from other schools and school districts will be used to obtain a wider range of ideas and processes to improve our methods and teaching practices. Professional development will be a viable portion of the delivery cycle in order to continuously improve the effectiveness of our curriculum and how it is delivered.

Additionally, input from students and parents will be collected through the homework, parent and teacher journals that will give a running record of how the students are doing, what they are having difficulties with and what needs to change in their daily lessons. See Appendix Y.

5. Student Performance, Assessment and Evaluation

A. State the school's educational goals and objectives for improving student achievement. Indicate how much academic improvement students are expected to show each year, how student progress and performance will be evaluated, and the specific results to be attained.

The following will be the School's goals and objectives for student performance for the first year of operation. For subsequent years, the Academy will project greater strides through the use of one on one learning:

1.   Given instruction using the NGSSS and CCSS, at least 70 percent of the students will achieve mastery on the PARCC (or version B) Reading Test administered in 2014.
2.   Given instruction using the NGSSS and CCSS, at least 70 percent of the students will achieve mastery on the PARCC (or version B) Mathematics Test administered in 2014
3. Given instruction based on the NGSSS and CCSS, at least 70 percent of the applicable students will achieve a 3.0 or above on the Writing Test administered in 2014.
4. Given instruction using the NGSSS and CCSS, at least 60% of the students taking the Science Test administered in 2014 will score level three or above.
5. Given a school-wide emphasis on instruction for mastery of the NGSSS and CCSS at least 80 percent of students will make annual learning gains as evidenced by demonstrating improvement in one or more achievement

levels on the SAT (or other approved standardized instrument) given at the entry of the school year and measured with a valid version of the same test near the end of the school year demonstrating at least one year's growth.

Note: It is expected that the PARCC test be ready to administer for the 2014-2015 school year. In the absence of this a Plan B test will be administered as required by the state or district.

Educational goals and performance standards will be measured using specific measurable objectives for the 2014-2015 school year and in accordance with State and/or District thresholds, whichever may be higher (and in same regard moving forward). In subsequent years, the results will be measured against the objectives specified in the School Improvement Plan and in acceptable tests acceptable by the District.

Students are expected to make annual learning gains toward achieving the CCR appropriate for the student's grade level. The annual gains will be measured by the student's developmental scale score on the ability to read more complex text materials in beginning/end of year tests. The Academy will also chart the results of formative assessments that are used to measure grade level growth in many areas used during the tutoring, career, and green segments and apply these results to the student portfolio as part of the accomplishments made by each student.

B. Describe the school's student placement procedures and promotion standards.

Students are placed initially in the school based on the grade for which they were promoted at the end of the previous year based on standardized testing or promotional policy within the district. As a public school the Academy will follow the district's guidelines for Kindergarten students and students who have not transferred from another public school within the district.

The State of Florida has developed student performance standards in language arts, mathematics, science, social science, the arts, health and physical education, and foreign language which address the skills and competencies a student must learn in order to progress from one grade to the next and graduate from high school.

In addition, the Florida Department of Education (FLDOE) has created the Access Points for students with significant cognitive disabilities. Students who are instructed using the Access Points must meet the criteria for exemption from the Florida Comprehensive Assessment Test (FCAT) based on State Board Rule 6A-1.0943(1)(a)1-2.

Section 1008.25, Florida Statutes, Public school student progression; remedial instruction; reporting requirements, prohibits social promotion and requires the setting of standards that students must meet to be promoted to a higher grade. Promotion to the next grade level will be based upon completion of required State Standards, passing of the PARC (or other Standardized test identified by the district), or completion of their EIP programs and/or other promotional standards set by the District and/or the State of Florida.

Promotion to the next grade level has been established in the Student Progression Plan as adopted by the School Board will be followed by the Academy. If a special situation warrants, the Academy will also consider academic progress and to other factors such as general progress, attendance, sense of responsibility, mental and physical health, maturity, work habits, and attitudes. Most importantly, consideration must be given to the student's potential to overcome, with special assistance during the remainder of the year and in the next higher grade, those deficits which have tended to inhibit the desired progress.

Student progress will be based, in part on proficiency in reading, writing, mathematics, and science. The evaluation of each student's achievement in terms of appropriate instructional goals is set forth in the Competency-Based Curriculum. The basis for making the determination will reflect teacher judgment based on the following:
- Progress tests
- Classroom assignments
- Daily observation
- Standardized tests
- State assessments
- And other objective data

The Academy will comply with Section 1008.25 concerning third grade retention. ELL students in the third grade in the ESOL program for less than two years may be exempted from the mandatory retention as provided in Section 1008.25(6) (b).

Third grade ELL students with more than two years in an ESOL program must meet grade level performance standards as provided in Section 1008.25(6) (b), Florida Statutes, and are eligible for all other exemptions, including good cause #3, alternative assessments and good cause #4, student portfolio.

Teachers will be trained in RtI (Response to intervention) procedures in order to identify students who are struggling with their work and ensure the highest possible student achievement. The Academy plans to implement the District plan for RtI in order to make this process a reality at the Academy.

See Appendix X for further information on the procedure.

The Academy will follow the standards set by sponsor as it pertains to Student progression and/or will adopt the standards set by the state if permitted by the sponsor.

C. If the school will serve high school students, *describe the school's graduation requirements, to include the methods used to determine if a student has satisfied the requirements specified in section 1003.43, F.S., and any proposed additional requirements.*

N/A

D. Describe how baseline achievement data will be *established,* collected, and used. *Describe the methods used to identify the educational strengths and needs of students and how these baseline rates will be compared to the academic progress of the same students attending the charter school.*

The Academy will administer an instrument such as the SAT 10 or any other assessment tool deemed appropriate by Sponsor at the beginning of the year or when students transfer during the year to provide a baseline for the students. An appropriate post-test will be administered at the end of the school year to all students in order to measure gain scores that will be used to calculate individual student improvement according to the time enrolled at the Academy. All students will demonstrate academic growth in all of the core academic areas. For non-special need and non-ELL students, mastery will be defined as a Stanine of 4 or above and grades of C or better in the year-long core courses. All students will take the required PARCC and other state or district mandated tests at the State's designated time.

Disaggregated data from both the beginning and end of year Standardized Test administration will provide ongoing student achievement comparisons and tracking. As part of each student's PIP, the current year's progress as measured by the Standardized test will be charted against their progress from the year immediately preceding the student's entry into the Academy. These results will be reported to the sponsor, the parents and the students.

E. Identify the *types and frequency* of assessments that the school will use to measure and monitor student performance.

The Academy will comply with all mandated testing that the district requires. PARCC (or Plan B) should be in effect for the 2014-2015 school year. Any other testing deemed necessary by the district or the state that will be used to measure student learning will also be administered.

These tests will include but not be limited to those which measure;

- Reading,
- Writing,
- Math,
- Science
- Any other tests required by the Florida Department of Education or the Sponsor.

In addition to the above, a school-wide assessment tool will be chosen by the staff to evaluate student reading levels, reading comprehension, sight word mastery, and phonetic awareness and reading strategies. These will be maintained as part of a student's permanent portfolio information and used both as a summative as well as formative tool.

All Academy students are expected to show annual academic improvement as follows:

-The percentage of all students scoring at the equivalent of Level 3 or above in *FCAT terms* in Reading will increase annually;

-The percentage of all students scoring in the equivalent Level 3 or higher in *FCAT terms* in Math will increase annually;

-The percentage of all students scoring in the equivalent 3.5 or higher in *FCAT terms* in Writing will increase annually;

-The percentage of all students showing Average Yearly Progress as defined by the State of Florida under *No Child Left Behind* will increase annually until all students meet AYP;

-The percentage of lowest performing students showing learning gains will improve annually.

Students performing at the *equivalent* Levels 1 and 2 of the *FCAT* Reading test will take progress monitoring assessments using an instrument, as accepted by the district or state, every quarter and the results obtained reported to FLDOE three times per year or as required.

-Comparisons of pre and post test results utilizing the Stanford 10 or other standardized instrument selected by the sponsor will demonstrate at least a year of academic improvement.

This charter school will be held accountable for student performance as measured by the ongoing student assessments, formal and informal, and most importantly the data will be disaggregated within two weeks of the

receipt of scores from each formal test administration to be used as instructional information as needed.

The Academy recognizes that the nature of learning can include other methods of assessment that can modify teaching and learning outcomes. Students at the Academy will be assessed using a variety of methods. Assessments will include the four core areas of reading/language arts, science, math, and social studies. Methods of assessment will include, but are not necessarily limited to:

<u>Formal Assessment</u>

- PARCC, complete battery or partial as required by State Standards
- Criterion Referenced Competency Tests, all grades/subjects that tests are available
- Writing Test as required by the Sponsor
- In addition, Learning Place Academy will pre-test the students within the first three weeks of the school year or within the first three weeks of a child transferring into the school using the SAT 10 or other comparable instrument. Post-tests will be administered close to the end of the school year, or if possible prior to a student transferring out of the school.

<u>Formative/Authentic Assessment</u>

Formative assessment can benefit all students, but it yields particularly good results with low achievers. The Academy teachers will use a variety of assessment tools to inform instruction and strengthen the ability of the students to develop the habits necessary for lifelong learning. In keeping with the school's philosophy that children learn best when they are actively involved in the learning process, teachers will use alternative/formative assessment to inform instruction and more fully engage students in understanding their own learning. Instructional staff will work to develop a classroom culture of questioning and deep thinking, in which pupils learn from shared discussions with teachers and peers. The formative assessment strategies below will be viewed as an integral part of instruction.

<u>1. Portfolio Assessment.</u>
Portfolios will be established and maintained for all students. They will contain samples of students' work that illustrate their effort, progress and degree of proficiency. Portfolios will be used to help students assess their performance, use State rubric on line to assist teachers in making instructional decisions, determine the need of RtI or other interventions based on scores, and provide parents and guardians with an opportunity to view students' work.

2. Performance Assessment.
Student performance will be evaluated based on pre-established criteria. These may include an oral presentation, conducting an experiment, teaching a skill or concept to other members of the class or acting out a story in sequence. In the writing category, students will be required to demonstrate their abilities by using pre and post tests as a starting and completion point along with classroom tests prepared for the purpose of monitoring progress and/or diagnostics to meet the appropriate growth expectancies for the time period being assessed.

3. Journals
Journals will be part of the instructional strategies used to assist students in self-observation, goal setting, and articulation of strategies.

4. Conferences
In addition to teacher/parent conferences, teachers will engage students in thoughtful, reflective, focused dialogue to explore student understanding and encourage them to express their ideas verbally or written about the quantity and quality of the content addressed in the conference as well as the method of addressing the topic.

5. Peer Assessment
Students will be encouraged to evaluate themselves based on teacher or student created rubrics, and will take part in group discussions to evaluate each other.

6. Running Records
Informal evaluations of student progress in reading will be done by all classroom teachers as an integral part of reading and math instruction. Tools such as Tracking Charts, Completion Registers, and To Do List will be used as a means of charting this progress (See Appendix Y for further elaboration).

In addition to the above, school-wide assessment tools will be chosen by the staff to evaluate student reading levels, reading comprehension, sight word mastery, phonetic awareness, and reading strategies. These will be maintained as part of a student's permanent portfolio information.

The School views assessment as the process of measuring a student's progress toward a goal. Each student's Personalized Improvement Plan (PIP) will serve as the foundation from which to measure student outcomes. Outcomes will be congruent with the CCR, which identify what Florida public school students should know and be able to do in order to progress towards being able to read progressively harder text and prepare to handle college level and career texts.

This charter school's students' rates of progress will be compared to rates of progress of a comparable control groups in the district. An additional method of comparing the rate of progress of the Academy's students to the rates of progress at other closely comparable schools exists with a study and data base developed by the South Florida Annenberg Challenge. This study matches charter schools with traditional public schools of similar demographic profiles.

Test results from these tests will be aggregated by teachers and faculty and compared individually for each student relative to total school performance. Each student will understand their accomplishments and goals as tied directly to the CCSS expectations and Benchmarks.

The school can use an approved standardized test to report the test results as a percent of the students meeting the objectives

This charter school will be held accountable for student performance as measured by the ongoing student assessments, formal and informal, and most importantly the disaggregation of data within two weeks of the receipt of scores from each formal test administration.

F. Describe how student assessment and performance data will be used to evaluate and inform instruction.

The Academy will, at a minimum, administer all countywide tests, formative and summative assessments and other required instruments in the first few weeks of the 2014-2015 school year (as stipulated by the district). These will be used to determine students' baseline achievement and educational strengths and needs. The results of these tests will form the basis for planning what learning is to take place in school, in tutoring sessions, and at home. At the end of the year, students will be given comparable tests to measure growth. The goal is for the students, who have been in the Academy from the beginning of the school year, to advance at a rate comparable to other School District students. by measuring this growth against the directives of the CCR, CCSS, and NGSSS.

All testing at the Academy are used as a prescriptive tool not to label the student but to ensure the expected outcomes have been achieved, to formulate plans for further learning and scaffolding and to communicate the growth achievements to parents.

Methods of assessments will range in a wide variety of genre to include traditional testing through more authentic assessments. The goal is to move students from traditional testing to authentic assessment (See model below).

Moving towards Authentic Assessment

Traditional Testing	Authentic Assessment
Contrived	Meaningful/real-life
Paper and Pencil	Performance-Based
Recall/Recognition	Thoughtful Application
Basic Skills	Significant Outcomes
Standardized	Personalized
Norm-Referenced	Criterion-Referenced
Teacher Structured	Student Structured
Uninteresting	Engaging
Short-term	Long-term
Summative	On-going

Methods used will include, but not be limited to: performance assessments - oral presentations and demonstrations; product assessments - science projects, art exhibits, design projects, and portfolios; and process-focused assessments - interviewing, learning logs, and observations.

Charts will be used to keep track of student activities. They will also be prepared so the child will project future goals yet to be reached. This is a visual incentive for the student as well as a measure of what learning has already taken place and for the purpose of planning short and long term goals as well as celebrating achievements. See Appendix Y.

G. Describe how student assessment and performance information will be shared with students and with parents.

Part of the instructional process is the reporting stage. The Academy built into the prescriptive process a reporting program that will provide the ability for instructors and other educational stakeholders to communicate with parents and interested third parties, daily, weekly, and monthly, whenever formal assessments are given as well as the regular reporting segments. In this manner, problems can be addressed immediately and corrective action addressed. See Appendix Y Contact Folder element, Monthly Meeting Agenda as well as interim assessment reporting. See below which reporting segments are expected within the time frame identified:

Daily – parent journal, internet contact, and emergency call
Weekly – tracking charts – completion registers –learning logs – to do lists and emergency call
Monthly - administrative/parent meeting and emergency call
Term – report cards, end of term testing and emergency call
Yearly – report cards, end of year testing and emergency call
By request – as requested by parent or administration
Special – parent night or other group special request

Methods of Communication
Verbal – by phone or in person
Written – through letters, memos or reports
Technology Assisted - via the internet, texts or media for special awards

6. Exceptional Students

A. Please indicate the level of service that the school will provide to students with disabilities by selecting from the list below.

o the school will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.

o The school will serve students with disabilities whose needs can be met in a regular classroom and resource room combination (between 40%-80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.

o the school will serve students with disabilities whose needs can be met in a separate classroom (less than 40% of instruction occurring in a class with non-disabled peers).

The Academy anticipates it will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) for at least the first two years of operation with the provision of reasonable supplementary supports and services and/or modifications and accommodations. Following that initial period, the Academy will more than likely be selecting a site that will meet the growth expectations and will be able to provide greater accommodations and supplementary supports to the exceptional student population and will move closer to a lower percentage category.

The Academy will staff an ESE specialist coordinator beginning with the first year of operation and that coordinator will comply with the procedures that the Academy will use to identify students with special needs and providing the proper services he/she may need. These include but are not limited to:

- Advice administration as to the proper accommodations and/or necessary modifications needed for special needs students
- Developing Individualized Education Plans and 504 plans as well as provide a full range of services dictated by their IEP.
- Orientation of parents with children of special needs so that they are in tune with the needs of their children.
- Orientation with staff and teachers so they are aware of the needs of these students.
- Weekly consultation with teachers to insure appropriate modifications are taking place during their instructional activities

- Arrange for special services such as speech, physical or occupational therapies.
- Administer reevaluations as per three-year regulations.
- Provide a tutoring schedule.
- Conduct special tutoring sessions, as well as groups for students to deal with issues such as "study skills designed for the disabled by using their learning style strengths" and "frustration in the classroom."
- Administer screenings of those students who have consistent difficulties and are referred by teachers, and who have proper consent from their parents. This will then be followed up with the Area School Psychologist.

The following is a list of services that will be provided as procedural safeguards to serve the needs of the exceptional student population:

- Academic pullout - since it is the intention that all students will receive the majority of their education in regular education classes; only those ESE students who require particular attention, as prescribed, will be pulled out for specialized instruction and/or to receive appropriate alternative service delivery models. The amount of pullout will be determined by their Individualized Education Plan (IEP), as will the specific skill and content area to be remedied.
- Consultation and collaboration will be provided for those students, who can succeed without the assistance of pullout, but need extensive monitoring.
- Speech physical and occupational therapy will be given by a certified staff therapist or contracted out depending on the number of students requiring these services, as per their IEPs.
- Enriched Curriculum for gifted students.
- Instructional materials and learning seminars will be made available to parents, family members and other volunteer tutors so they will know the best methodology to use with learning disabled or exceptional disabilities children.

B. Describe how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the charter school.

The Academy does not require that the applicants disclose information on student disabilities. Each application received by the Academy is handled in the same manner within the same restrictions as outlined in section 13 of this application which provides the manner in which recruitment is handled and treats with respect and consideration all persons, regardless of race, religion, gender, sexual orientation, disability, or national origin.

The Academy will work with the sponsor in determining if the charter school is the appropriate placement for each student with disabilities based on the student's needs.

C. Describe how the school will work with the sponsor to ensure the charter school is the appropriate placement for each student with a disability, based on the student's needs.

The Academy will work with the guidance of the School District to identify the special needs of the students and to meet all applicable state and federal requirements, including the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973.

Children who have disabilities, but whose disabilities do not interfere with their ability to progress in general education are not eligible for special education services, may be entitled to a 504 Accommodation Plan.

Section 504 requires recipients to provide to students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met. An appropriate education for a student with a disability under the Section 504 regulations could consist of education in regular classrooms, education in regular classes *with* supplementary services, and/or special education and related services.

The Section 504 regulations require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met. To this end the Academy will seek the guidance and work with the sponsor to ensure that it will be able to provide the services needed for each student and in identifying that the best placement for the student is the Academy, then proceed with the reasonable accommodations to ensure he/she gets the services needed.

Students who may be protected by Section 504 can be as follows:
- Students with Attention Deficit Hyperactivity Disorder (ADHD).
- Students with communicable diseases (i.e., Hepatitis).
- Students with temporary disabilities arising from accidents who may need short term hospitalization or homebound recovery.
- Students who had surgery and short term hospitalization or homebound recovery.
- Students with migraine headaches, with a lengthy history of missing school.

- Students with allergies or asthma.
- Students with diabetes, cancer, heart disease.
- Students who are drug addicted or alcoholic (as long as they are not currently using illegal drugs).
- Students with environmental illnesses.
- Students with orthopedic, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis.
- Students with visual, speech, and hearing impairments.

The best indicator for the need to provide services for this special population of children can begin with parental input, teacher observation, a response to an onset of a condition, or scrutinizing student records to identify a candidate for special services. Once identified, PIPs or Personal Improvement Plans will be updated to reflect the types of services these children will receive in order to provide a full range of services to assist the learning process.

In order to identify individuals entering the academy not previously categorized as Exceptional Education (ESE) Students – the Academy will follow the School Board's Special Programs and Procedures for Exceptional Students and will proceed in the following manner:

- Step 1: The teacher confers with staff for informal assistance with the problem – data is gathered on instructional performance and behavioral/social functioning; the teacher advises parents about the concerns and plan ways they can collaborate in addressing the issues; interventions are identified and implemented.
- Step 2: Teacher makes request for assistance from the School Support Team – the principal or support leader selects a school-based case manager, the case manager conducts a structured teacher interview which will focus on the students learning and behavioral characteristics to clarify problems and collaboratively identify additional interventions for the teacher and, if appropriate, other school personnel.
- Step 3 Teacher and case manager seek assistance from the team – present problem clarification data, interventions and results, and pertinent information obtained from records review and data gathering activities and determine if there is a need for additional data.
- Step 4: Parent Conference is held to discuss student needs.
- Step 5: Additional interventions are identified and implemented; if necessary,
- Step 6: Need for a psycho-educational evaluation is determined and evaluation is conducted. Parent signs consent for comprehensive evaluation; all referral procedures are completed; report is written and sent to the school.
- Step 7: Evaluation results are discussed with parents – ESE eligibility is determined. The academy convenes an Eligibility and Instructional

Program ((EIP) committee to determine the most appropriate educational setting to provide for the students identified needs.
- Step 8: Appropriate educational support is determined; IEP is developed if student is ESE eligible

If student is not ESE eligible: Regular education services including such things as specialized tutorial programs or the Behavior Change Program may be implemented. In this case, the student may be eligible for a 504 Accommodation Plan. If a 504 Plan is established, the plan will clearly detail the accommodations or modifications that will be needed for the student to have an opportunity to perform at the same level as their peers.

Individual Education Plans (IEPs): The Academy will utilize all the Sponsor's procedures and forms related to IEP and placement process procedures. The academy will develop an Individual Educational Plan (IEP) and conduct an IEP meeting with the student's family for each exceptional student enrolled in the school. The Academy will invite the Sponsor to any and all parent conferences, staffings and IEP meetings, by giving at least two (2) weeks prior notice, with a copy of the Parent Participation Form, by mail or given in person. The Academy will support the education of the students with special learning needs within the regular classroom setting as the first choice of placement and with a commitment to provide services necessary for full implementation of the child's IEP.

Students will be guaranteed a free appropriate education through aforementioned identification and evaluation as well as consequent placement and implementation of an appropriate IEP. The written individualized education plan for each student will include measureable annual learning goals and behavioral goals. Supplementary and Related Services will also be identified as well as necessary accommodations and modifications which will be clearly delineated in this written plan.

The IEP will be implemented immediately following the meeting and will be made accessible to each of the student's teachers who are responsible for the implementation. Each teacher of the student will be notified of specific responsibilities related to implementing the student's IEP. The academy will offer various services to meet the needs of the exceptional student based on the Individual Education Plan. These services include specialized gifted courses (as detailed in the curriculum section of this application), acceleration, modifications of content through differentiated curriculum, curriculum compacting, and enrichment. Other services may include social skills development and / or counseling.

D. Describe how the school will utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate, including the use of supplementary aids and services.

Students with disabilities — students eligible under the Individuals with Disabilities Education Act (IDEA) — must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. These common standards provide an historic opportunity to improve access to rigorous academic content standards for students with disabilities. The continued development of understanding about research-based instructional practices and a focus on their effective implementation will help improve access to mathematics and English language arts (ELA) standards for all students, including those with disabilities.

Students with disabilities are a heterogeneous group with one common characteristic: the presence of disabling conditions that significantly hinder their abilities to benefit from general education (IDEA 34 CFR §300.39, 2004). Therefore, *how* these high standards are taught and assessed is of the utmost importance in reaching this diverse group of students.

In order for students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking and listening (English language arts), their instruction must incorporate supports and accommodations, including but not limited to the following:
- supports and related services designed to meet the unique needs of these students and to enable their access to the general education curriculum (IDEA 34 CFR §300.34, 2004)
- an Individualized Education Program (IEP) which includes annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards
- teachers and specialized instructional support personnel who are prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services
- RTI Response to Intervention (RtI) is a process that provides interventions and educational support to all students at increasing levels of intensity based on their individual needs. The goal is to prevent problems and intervene early so that students can be successful. (See Appendix D beginning in page 21.

Promoting a culture of high expectations for all students is a fundamental goal of the Common Core State Standards. In order to participate with success in the general curriculum, students with disabilities, as appropriate, may be provided additional supports and services, such as:
- instructional supports for learning— based on the principles of Universal Design for Learning (UDL) —which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.

- instructional accommodations (Thompson, Morse, Sharpe & Hall, 2005) —changes in materials or procedures— which do not change the standards but allow students to learn within the framework of the Common Core
- assistive technology devices and services to ensure access to the general education curriculum and the Common Core State Standards

Some students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to certain standards in both instruction and assessment, based on their communication and academic needs. These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core State Standards.

The Academy will make every effort to locate space for the school that can be used for special services and have the proper accommodations for the disabled population. These searches includes the proper facilities for their sanitary needs, the accessibility of the classroom and other places of learning, as well as eating and playing facilities, keeping in mind that the students will be placed in the least restrictive environment and receive equal education to those students without disabilities. Whenever students are accepted for enrollment, with the approval of the sponsor, efforts begin to accommodate the needs of the particular student. The ESE specialist, working in conjunction with the sponsor is able to identify these needs and can provide valuable input as to the most parsimonious manner that these services can be extended and what modifications need to take place together with the supplementary aids and services that need to be provided.

The ESE Specialist – Confirms that students have current assessment data and are receiving the type of support they need in general education. These include:
- Collaborating with the Reading Coach to confirm proper reading placement.
- Reviewing all schedules prior to the start of the school year and making any necessary changes.
- Reviewing progress monitoring data on students in Intensive Reading Classes with Reading Coach and Support Facilitators and adjust as necessary.

Least Restrictive Environment: Students with disabilities enrolled in the school will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. As it is the Academy's mission to place student in an environment where they can develop to their highest

potential, those students whose needs cannot be adequately addressed at the Academy will be appropriately referred; and staff will work together with the Sponsor's personnel to ensure that the needs of the students are met.

Procedural Safeguards – Parents of students with disabilities will receive procedural guidelines and guidance in their native language. These will include the areas of notice and consent, independent educational evaluations, confidentiality of student records, due process hearings, and surrogate parents. As early as possible in the planning/development stages, Academy staff will work closely with the Sponsor's staff to discuss the needed services (including all related services and programs) of the enrolled students with disabilities.

Services will be regularly and routinely monitored through the School's ESE Specialist to ensure that individual learning plans are being met. Similarly, all personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, social worker or mental professional etc.) to students will meet all required licensure and/or certification requirements pertaining to their area of related service.

Federal and State Reports: The Academy will complete federal, state and any other reports deemed necessary in accordance with the time-lines and specification of the Sponsor and the State Department of Education.

E. Describe how the school's effectiveness in serving exceptional education students will be evaluated.

Because of the special nature of this population, the federal, state and district governments place emphasis that they receive the services that they are entitled to and be given equal opportunity to learn. The ESE specialist shall be an employee of the charter school, supervised by the principal of the charter school and the charter school shall be responsible for the actions of the ESE specialist ensuring that the services of the ESE students are provided in compliance with the Individuals and Disabilities Education Act.

Feedback from surveys issued to parents of students with special needs will be evaluated by the appropriate individuals in order to identify areas which can be improved within the program. Results of these surveys will provide information at the state, district and school levels identifying the "what, when, who, and how" will serve to work on concerns expressed by parents.

In the same manner the goals for determining the Academy's effectiveness in serving gifted and talented students are consistent with the goals for all students of the academy (see section 5) and / or as specified in the child's Education Plan (EP). The Academy will support the education of the gifted

and talented students with commitment to provide services necessary for full implementation of the child's EP.

In addition, the Academy working under the continuous improvement model will use the team approach to evaluate the effectiveness of the program. Each program/system used to instruct students will be evaluated by the teachers who use them for classroom instruction. Systems implemented in the classroom will be under continuous scrutiny by teacher teams. See Appendix X for further elaboration of the continuous improvement model. In addition, research results from professionals from other schools and school districts will be used to obtain a wider range of ideas and processes to improve our methods and teaching practices. Professional development will be a viable portion of the delivery cycle in order to continuously improve the effectiveness of our programs and how they are followed.

Further, feedback collected from the principal, program teams, program participants, parents and other interested individuals will be used to make improvements in the curriculum.

F. Provide the school's projected population of students with disabilities and describe how the projection was made.

The Academy expects that it will eventually get an equitable average of exceptional students to that of the surrounding schools. With programs that serve this population well in most public schools, there is a hesitation of parents who are content with their schools to transfer their children to a new school. We expect that until the district learns about our services to the disabled community there will be a less than average of this population at the Academy. We project that the average of the disabled student population will stay close to the district's percentages and will fluctuate from 10 to 15 percent during the duration of our contract. Although this amount can be greater than that of the district, the nature of the program with the individualized services and the career segment will be an attractive incentive.

The Academy's program is targeted towards at risk children and has for every child an individualized program to fill in gaps and enhance the education process. Research shows that these types of programs that target each child's individual needs provides for greater growth than those that do not. While the disabled student will be, for most subjects, in a regular classroom, the time they will spend getting assistance and using supplementary materials increases with the amount of time their prescription dictates increasing the possibility of success which will bring about more interest in the program.

G. Identify the staffing plan, based on the above projection, for the school's special education program, including the number and qualifications of staff.

The Academy will staff an ESE specialist coordinator beginning with the first year of operation and that coordinator will comply with the procedures that the Academy will use to identify students with special needs, developing Individualized Education Plans and 504 plans as well as provide a full range of services to this special population as described below. Additional ESE coordinators will be hired as the need becomes evident or as required by student populations in order to be properly serviced. Other staff serving this population include the services of a reading coach, physical, occupational and speech therapy, special tutors and or instructional materials as well as reading in the content area workbooks.

The following describes the responsibilities held by the ESE specialist coordinator to assist in providing the necessary assistance to these students:

- Orientation for ESE parents and students before school begins. This would deal with the nature of different disabilities, connections between being ESE and having discipline problems, (explaining to the parents that ESE students have a different set of rules that must be followed when suspending them), frustration of students with disabilities, and orientation of school's ESE program. A similar orientation for staff and community faculty will be provided during in-service before school starts.
- Weekly consultations with teachers. This would ensure that appropriate modifications are occurring during instructional activities, as well as ensuring that the teachers are providing the appropriate test modifications.
- Administer screenings of those students who have consistent difficulties and are referred by teachers, and who have proper consent from their parents. This will then be followed up with the Area School Psychologist.
- Administer reevaluations as per three-year regulations.
- Provide a tutoring schedule.
- Conduct special tutoring sessions, as well as groups for students to deal with issues such as "study skills designed for the disabled by using their learning style strengths" and "frustration in the classroom."
- Work together with the data processor to ensure that all service dates in the system are correct and, therefore, ensure that the school gets the correct funding for our ESE students.

The following is a list of services that will be provided as procedural safeguards to serve the needs of the exceptional student population:

56

- Academic pullout – since it is the intention that all students will receive the majority of their education in regular education classes; only those ESE students who require particular attention, as prescribed, will be pulled out for specialized instruction and/or to receive appropriate alternative service delivery models. The amount of pullout will be determined by their Individualized Education Plan (IEP), as will the specific skill and content area to be remedied.
- Consultation and collaboration will be provided for those students, who can succeed without the assistance of pullout, but need extensive monitoring.
- Speech Therapy – a speech therapist will either be on staff, or contracted out depending on the number of students requiring speech therapy, as per their IEPs.
- Physical and occupational therapy will be contracted out as needed.
- Enriched Curriculum for gifted students.
- Instructional materials and learning seminars will be made available to parents, family members and other volunteer tutors so they will know the best methodology to use with learning disabled or exceptional disabilities children.

H. Describe how the school will serve gifted and talented students.

Gifted

By recognizing the special needs of gifted learners, the School Board of Broward County as well as the Academy is committed to providing programs designed to meet their unique talents and abilities.

Definition of Gifted Students:
A student who is gifted has high cognitive abilities, learns more easily than other students, and needs a special instructional program and services in order to make appropriate educational progress. In order to be eligible for programs and services for students who are gifted, a student must meet all the requirements listed in Florida State Board of Education Rule 6A=6.03019 *Special Instructional Programs for Students who are Gifted.*

A 2010 report from the National Science Foundation focused on two compelling concepts:

1. *The long-term prosperity of our Nation will increasingly rely on talented and motivated individuals who will comprise the vanguard of scientific and technological innovation; and*

2. *Every student in America deserves the opportunity to achieve his or her full potential,*

<u>Goals of Gifted Education</u>

The Academy will adopt the goals for Florida's Gifted Education which include:

Goal I: Identification of Gifted Learners
Goal II: Program Design/Service Delivery – see pages 14-21 of the Resource Guide in Appendix G.
Goal III: Curriculum and Instruction – guidelines will be established to ensure the students have a rigorous curricula and high expectations based on current levels of performance for the student.
Goal IV: Guidance and Counseling strategies to meet the unique needs of the gifted learner
Goal V: Program Administration and Management – the state will provide a template to guide in development of their plan for addressing the needs of students identified as gifted
Goal VI: Professional Development – report data relative to educators who work with gifted student to ensure they are appropriately certified and endorsed and provided with current training specific to gifted education
Goal VII: Program Evaluation – A self-assessment tool will be used as a means of documenting progress in providing appropriate programs and services.

See Metrics for Florida Gifted Performance Plan in Appendix G starting of page 7 of the Florida Plan for K-12 Gifted Education for full details.

The Academy will follow the mandates by the State to develop alternative criteria to increase the representation of underrepresented groups in gifted programs.

<u>Identification of Gifted Learners</u>
The Academy has an obligation to identify their gifted students. There are typically four steps in the process of identifying potentially gifted students and determining eligibility for gifted services. The Academy will follow the steps leading to the determination of eligibility which are:

1. Nomination- a nomination is made by parent/guardian, school personnel, peer or self. It indicates a potential candidate

2. Screening – provides a measure to identify those students who might be referred for an individual evaluation and it should include existing data and information about the student

3. Referral – an official request is made to evaluate the individual student to determine eligibility

4. Evaluation – is require to determine eligibility for gifted service

See Chart on page 8 of the Resource Guide for the Education of Gifted Students in Florida.

Program Design/Service Delivery — includes:

A. Developing an Educational Plan (EP) with a focus on the student's giftedness and the strategies necessary to ensure the individual student continues to make continual student progress and learning.

B. Guidelines for Placement/Program Design. Once eligibility is determined the (EP) team will decide what steps to take to ensure an appropriate education to meet the needs of the student.

Curriculum and Instruction

The curriculum is the core of service for students who are gifted and must be qualitatively different from the general education program as indicated in Section 1003.01 (3)(a), Florida Statutes, (F.S.). Section (3)(b) defines "Special education services" to mean specially designed instruction and such related services as are necessary for an exceptional student to benefit from education. The development of appropriate programming for gifted students must include core elements directed to the specific needs of the learners. Curriculum selected for use for gifted learners should be challenging and ensure that critical thinking and problem-solving are clearly a priority. Included are:

C. Curriculum Models – Florida's Frameworks for K-12 Gifted Learners provide guidelines supporting a challenging and rigorous curriculum that enhances the state standards. The goals of the Frameworks are defined by expected outcomes for gifted students.

D. Instructional Materials - Academy plans should assure that appropriate materials and resources are available to support the gifted program. Materials and resources for students who are gifted should align with and extend the content standards and provide opportunities to study topics in depth. Programming options should be available when a student demonstrates competence in a basic skill area. Gifted students should be allowed to make continuous progress by testing out of previously mastered material. Ability, achievement and aptitude tests may serve as a guide in determining the student's present level of development and where instruction should begin to ensure continued learning gains. Decisions about instructional materials should be based on what the student needs to continue to make academic gains.

E. Grants Supporting Gifted – The Academy will work with district and state to identify eligibility to funded programs available to charter schools to enhance academic achievement of gifted learners.

<u>Guidance and Counseling</u> – entails the need of:

A. Differentiated for Gifted Learners - Students who are gifted need affective as well as cognitive growth. Section 1003.01 (3)(a), Florida Statutes (F.S.), defines an exceptional student as any student determined eligible for a special program in accordance with rules of the State Board of Education (SBE). Section (3)(b) defines "special education services" to mean specially designed instruction and such related services as are necessary for an exceptional student to benefit from education. Appropriate counseling services might address issues related to characteristics of giftedness, including perfectionism, underachievement, exploration of cultural identity and value system issues related to identification, or social-emotional support. See pages 31-32 of the Resource Guide for Gifted for further elaboration.

B. Support for students of Special Needs – such as:
   • The twice-exceptional student
   • Underachievers
   • Gifted dropouts
   • Related services

<u>Program Administration and Management</u> – entails:

A. Development and Implementation of the District Plan as appropriate

B. Establishing Community Support – A broad based committee as advisory/support, representing educators, parents, and community member, should meet regularly to review and discuss ways to support the program. See pages 34-37 of the Resource Guide for Gifted for further elaboration.

<u>Professional Development</u> – entails See pages 38-40 of the Resource Guide for Gifted for further elaboration:

A. Certification and endorsement

B. Teacher competencies

C. On-going professional development

<u>Program Evaluation</u> – entails:

A. Criteria to consider - In addition to ongoing FDOE monitoring for compliance with legislative policy governing gifted education, districts should engage in continuous self-monitoring efforts as well as periodic reviews by the FDOE. District self-monitoring, as recommended in the NAGC Aiming for Excellence guide, should be used along with state and district data to evaluate compliance.

Program design should ensure each student shows at least one year's academic growth each year.

B. The Florida Department of Education provides the Florida School District Gifted Self-Assessment Tool (Appendix A3) to assist districts in aiming for the highest standards in providing an appropriate education for gifted students. Self assessments will be reviewed along with regular FDOE monitoring to determine the impact of programs and services on student performance and gains.

<u>Appropriate Program Models</u>

All students should be expected to master basic curriculum. Pulling a student from a content class to go to a resource center that does not address state standards with depth and complexity may prevent increased knowledge and skill development. Levels of service could begin with modifying the curriculum in the classroom, special classes, enrichment opportunities, pull-out programs in a specific area of the student's strength. The Goals of the EP should be clear and provide guidance as to the best methods to serve this population. See Appendix G beginning on page 26 of the Resource Guide for further elaboration.

If the Academy does not have the capacity to offer any of the district recommended models, the Academy will write a waiver to develop its own model. The district will review the waiver and, if granted, the program will be monitored and reviewed on an on-going basis. If the waiver is not granted, the school will work with the Department of Advanced Academic Programs to develop an alternative model, or gifted students at that school site will be clustered with those from another site in order to provide appropriate services.

The gifted and talented students fall into the exceptional education category and in accordance with the State Board Rule 6A6.03019, the school will implement the following procedures for meeting the needs of gifted students:

<u>Plan B gifted</u>

Special Instructional Programs for Students Who Are Gifted part (2)(b) for increasing representation of students who are considered under-represented in gifted if their district has such a plan that has been state-approved. For this purpose, the rule currently defines under-represented groups as those who are limited English proficient or who are from a low socio-economic status family. The intent is to foster and support students who are English-language learners or those from economically disadvantaged backgrounds who may not have been exposed to the types

of experiences necessary to acquire knowledge.

Consideration in these cases should be given to:
• Specific aptitude as well as general intellectual ability. Many students are not identified as gifted but indicate a high potential or high ability.
• Multiple criteria and instruments at the relevant level for screening and identification. The use of multiple criteria improves the chance of recognizing students who excel in a subject or specialized area. Teachers looking for talent and potential are more likely to observe it in reviewing work portfolios and student records and by tracking student interests and abilities.
• Use of instruments sensitive to underrepresented populations, such as non-verbal assessments.
• Universal screening at all relevant levels of the K-12 continuum, specifically at least twice in elementary –primary and intermediate; at parent or district request, and additionally, after annual review of those students scoring at level 5 on FCAT (or newly assigned instrument),
• Teachers should be trained on the use of checklists that focus on gifted student behaviors indicative of general intellectual ability and specific aptitude areas in varied cultures.
• Some students identified as gifted may also be learning-disabled, physically handicapped, behaviorally disordered, or underachieving.

Services – The Academy will choose the most intense model that can be financially supported by the size of the gifted population.

The Education Plan (EP) for each student will be individualized, measurable, and observable. The plan will include a statement of the student's present levels of performance which may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum, results of the student's performance on state and district assessments, and evaluation results;

- a statement of goals, including benchmarks or short term objectives;
- a statement of the specially designed instruction to be provided to the student;
- a statement of how the student's progress toward the goals will be measured and reported to parents; and
- the projected date for the beginning of services, and the anticipated frequency, location, and duration of those services

Implementation: The EP will be implemented immediately following the meeting and will be made accessible to each of the student's teachers who are responsible for the implementation. Each teacher of the student will be notified of specific responsibilities related to implementing the student's EP.

Services and Instruction Strategies for Gifted – The Academy will offer various services to meet the needs of the gifted student based on the EP. These services may include, but are not limited to:

- specialized gifted courses (as detailed in the curriculum section of this application),
- acceleration
- ability grouping
- modifications of content through differentiated curriculum
- curriculum compacting
- enrichment
- social skills development and / or counseling
- real world immersion activities (i.e. as science and social studies fairs, music and art exhibits, academic competitions, mentoring)

Curriculum will be vertically and horizontally enriching, providing those students who have mastered the grade-level NGSSS opportunities for acceleration. Curriculum for gifted students should include a wealth of opportunities for extended learning beyond the classroom.

Evaluations – A consultation model will be established by the gifted coordinator at the school. Consultation will include periodical meetings between the general education teachers, gifted teachers and gifted coordinator to plan, implement, and monitor the student's progress. All faculty providing consultation to the student will maintain a record of the teachers, courses, and students for whom the services are being provided.

The EP team shall consider the strengths of the student and needs resulting from the student's giftedness and the results of recent evaluations, including class work and state assessments. In the case of a student with limited English proficiency, the language needs of the student as they relate to the EP will be considered when reviewing and revising the plan.

Timelines: An EP will be in effect at the beginning of each school year for all gifted students for duration of 1 or 2 years as applicable to each case. Timelines for EP meetings for students who are gifted shall include the following:

- An EP will be developed within 30 calendar days following the determination of eligibility for specially designated instruction.

- Meetings may be held to develop and revise the EP at least every 1 or 2 years for students. Plans may be reviewed earlier as needed or if the student's parent or teacher requests a review, or if services change.

7. English Language Learners

A. Describe how the school will comply with state and federal requirements for serving English language learners, including the procedures that will be utilized for identifying such students and providing support services.

One of the highest priorities of the English Language Learners of the Academy along with the district is that of developing competency in English as such it will comply with the state and federal requirements of serving English Language learners as well as the School District's ELL plan. The primary need of these students is the acquisition of oral and written communication skills in English that will enable them to function in school and in the community. This includes developing competency both in the English needed for social interaction and the academic English needed for successful participation in the formal curriculum.

The goals of the ESOL program are to:
1. Ensure that students entering Broward County Public Schools with little or no skills in understanding, speaking, reading, and writing English can communicate orally and in writing English can communicate orally and in writing and function in English in a regular class
2. Prepare these students to achieve in all academic areas

An English Language Learner is a student who:
a) Was not born in the U.S. and whose native language is other than English; or
b) Was born in the U.S. but who comes from a home in which a language other than English is most relied upon for communication; or
c) Is an American Indian or Alaskan Native and comes from a home in which a language other than English has had a significant impact on his or her level of English Language Proficiency: and

Who, as a result of the above, has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her, the opportunity to learn successfully in classrooms in which the language of instruction is English.

In identifying ESOL students and provision of ESOL services the Academy will implement the required services for ELLs including the following:

- Have the Home Language Survey completed in accordance with Rule 6A-6.0902 for those students entering the Florida public school system for the first time.
- Based on a "yes" response from the parents the process begins.
- Test students for their English proficiency

- Based on the assessment results the student is determined eligible or not for an ESOL program and this becomes the classification date
- Provide a plan for each new ELL student as well as assuring the plans already in place are followed for returning ESOL students
- Assemble the appropriate individuals that must comprise the ELL Committee and invite the parents to the meetings
- Provide assistance in subject content area, during class, and for homework as requested by the student (see appendix Y, homework journal) to help ensure maintenance of academic achievement while the student is learning English
- Meet the requirements of The No Child Left Behind Act, Title III, Florida Statutes, State Board of Education rules and the League of United Latin America Citizens (LULAC) et al. v. State Board of Education (SBE) Consent Decree. (See Section 11 Title III Accountability for stipulations of AMAO – Annual Measurable Achievement Objectives for "Making Progress" and Attaining Proficiency")
- Assure that META requirements are met including registration procedures (See Section 1 of the most current version of the ESOL Handbook 2012-2013 in Appendix E) and the translation of school documents
- Take advantage of already prepared curriculum aids and instructional resources that support the ELA shifts and Mathematical Practices
- Use of ESOL instructional strategies in all subjects, at all grade levels
- Provide flexible testing for mandated state and district testing but for all assessments
- Document the Reevaluation Date
- Provide Extension of Instruction into an additional 4th, 5th, or 6th year of FEEP funded ESOL instruction based upon the needs as determined by annual evaluations
- Provide the parents of ELLs with invitations to participate in the Parent Leadership Council and other parental involving opportunities
- Monitor record keeping requirements and collecting data to ensure effective FTE funding.

It is important to note that:

The Basis of Entry – A one character code indicating the student's basis of entry in the ESOL program: Aural/Oral (A); Reading or Writing (R); LEP Committee (L) or temporarily placed in a program based on a "Yes" response to Home Language Survey questions b and/or c (T). Entry Date is the initial date a student enters an ESOL program.

The Basis of Exit – one or two character code indicating the student's basis of exit from the ESOL program: B & C for elementary, B &E for secondary, and 'L' for ELL Committee or 'Z if not applicable. Exit Date is the initial date a student exits an ESOL program. Even after exiting the program, this

population is monitored to make sure that academic progress is still being made and to continue providing support to increase academic achievement.

The Academy will offer ESOL classes designed to meet the student's needs and assistance in the content area. The ESOL coordinator will be on staff to take care of the administrative aspect of the program, test the eligibility of appropriate students, and assure that the program once in place is being followed appropriately. The following will be put in place to help the ELL student:

- All the teachers will have or be working towards their ESOL endorsement (See Section 10 of the ESOL Handbook – Personnel Training and Section 13 Electronic Resources provide support to ESOL teachers and additional resources as well as information for parents).
- Not only the instructors but also the administrators and guidance counselor (category IV – 60 inservice points) will be trained in the use of special materials and techniques and ESOL strategies, as prescribed by LULAC for those working with ELL students and as part of the requirements of the consent decree that has been developed for ELL students. This will ensure that language minority students have equal access to all educational programs and services. See Appendix E for further elaboration on LULAC.
- Instructional materials and learning seminars will be made available to parents, family members and other volunteer tutors so they will know the best methodology to use with ELL students.
- Special Reading in the Content Area materials and workbooks will be prepared by curriculum specialists for the students to assist them to identify academic vocabulary and important information in each lesson as needed or until they are able to extract from their textbooks this information on their own. These workbooks and supportive materials will follow rules in learning new language such as <u>close reading</u> and repetitive introduction of new words to assist in the English learning process while they are learning the subject areas. See Appendix D and E, ESOL Handbook.
- Students will use a referral system, such as their <u>Homework Comments Journal</u>, whereby they will request assistance in lessons they feel they need help and clarification will be provided on the subject matter. See Appendix Y.
- The Academy will work with the premises set by the School District to identify the special needs of the ELL students and to meet all applicable district, state, and federal requirements and opportunities.
- When preparing the Personal Improvement Plan (PIP) for a student of limited proficiency in the English language; faculty, student, and parents will plan the means for further instruction of the student in the English language and/or will specifically indicate how instruction will be

enhanced in the basic subject areas in keeping with state and federal guidelines including developing an ELL plan for each student identified as limited English proficient. See Appendix E for a model of the plan.

- A joint effort between the Sponsor and the Academy will be made, as permitted by the sponsor, when developing the ELL plan for a student of limited proficiency in the English language.
- A large array of multi-modal, multi-genre, content rich texts that talk to each other and allow for close reading and more opportunities to learn academic vocabulary will be made available for all ELL.
- The students will practice daily the Stages of Change (see Appendix D) and will celebrate ownership of the materials they have learned and in turn spread it or make it better to finish the process by helping their peers.

The ELL Plan is a written document which identifies student name, instruction by program, including programs other than ESOL, amount of instructional time or schedule, date of ELL identification, assessment data used to classify or reclassify the student as an ELL, date of exit and assessment data used to exit the student as English proficient. Each student must have an individual copy of the plan maintained in his/her file. In addition, it will:

- Inform student, parents and teachers on the student ESOL language level
- Monitor student progression
- Establish meetings between the school, the parents, and the student to discuss academic progress
- Provide methods for evaluation and provisions for monitoring and reporting student progress
- Provide for parental and teacher involvement to ensure that the students are being properly serviced
- Provide for student exit from or the reclassification into the program

Instructional Model – The type of instructional strategy provided to English Language Learners in each course. The allowable types of instructional models are:
   E – Sheltered English
   S – Sheltered – Core/Basic Subject Areas
   I – Mainstream /Inclusion - English
   C - Mainstream/Inclusion – Core/Basic Subject Areas
   Z – Not Applicable

The Academy's ESOL coordinator is responsible for developing and updating all Student ELL Plans, keeping a record of parental contact and ESOL Program Records folder.

Assessment – If a parent answers yes to any of the three questions on the

Home Language Survey then the student is assessed for aural/language proficiency in English within 20 days of registration with the IDEA Oral Language Proficiency Test I (IPT-I) Form G – Grades K-5. There should be at least one district trained oral language assessor at the school site. (See Section 2 of the ESOL Handbook for complete protocol between testing and placing the student in correct category). The Comprehensive English Language Learning Assessment (CELLA) is a statewide assessment for all active ELLs and identified LFs in grades K-12, which assesses the four language modalities: listening, speaking, reading and writing. This Comprehensive test:

- Addresses NCLB requirements for Title I, (Part A) and Title III
- Aligns to the Language Arts through ESOL curriculum. Language Arts Through ESOL represents the "vehicle" by which ELLs demonstrates mastery of the NGSSS
- Provides data for reporting Annual Measurable Achievement Objectives (AMAOs) required by Title III and NCLB
- See Section 5 of the Handbook for further requirements of testing and accommodations.

Evaluation - Student plans will be updated annually by the program coordinator. The ESOL coordinator will document former ELL student's progress in the English Language Learner Student Education Plan (ELLSEP) using a Post-Program Review Report and Post-Program Review Student Profile. Documentation of the progress review for each ESOL-exited student will be conducted at the end of the student's first grading period, first semester, first year, and second year after exiting. The academy will monitor he student's progress using report cards, test scores, classroom performance, Post Program Review Reports (as applicable), Standardized tests and Student Case Management referrals (as applicable).

ESOL Program Placement - The academy will implement an ESOL program of instruction in meeting the needs of the ELL population to be served. Program instruction will be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible. The Academy will provide ESOL instruction in English and ESOL instruction (or home language instruction) in the basic subject areas of reading, mathematics, science, social studies, and computer literacy following the guidelines and procedures outlined by the current District ELL Plan.

English Language Learners will receive instruction which is comprehensible, equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. Administrators will be responsible for monitoring the implementation of strategies by the classroom teacher using classroom walk-through model. Evidence can be observed during classroom visits through lesson plans, through use of

materials and audiovisuals, and through grade book notations. All teachers of ELL will document the ESOL strategies used for each lesson in their plan book.

Some of the ELL strategies to assist ELLs include but are not limited to Marzano's High Yield Strategies. Below are some methods that have proven to be effective in the classroom when working with ELL students:

Identifying Similarities and Differences
- Map mapping
- Venn diagrams
- T Charts
- Cause and Effect Organizers
- Word Sorts

Cooperative Learning
- Group Projects
- Language Experience Approach
- Shared Reading and Writing
- Book Pass
- Dramatizations

Nonlinguistic Representations
- Pictures
- Manipulatives
- Concept Maps
- Student Drawings
- Mnemonic Clues
- Visualization
- Five Senses Organizer

Questions-Cues-Advanced Organizers
- Activate background knowledge
- Frontload key vocabulary
- Predicting, inferencing, concluding
- Reciprocal teaching and modeling
- Think alouds and guided questions
- KWL

Homework and Practice
- Lesson opening with review and preview
- Metacognition of strengths and weaknesses
- Reflective journals
- Sharing goals and objectives with parents
- Praise efforts to use English

- Celebrate accomplishments
- Hold high expectations
- Honor individual learning styles
- Use authentic assessment

Resources: Word-to-Word dictionaries in the student's heritage language/English language will be available in the ESOL and Content classrooms throughout the year, as well as, for all district and state assessments.

Early Identification of Students Academically At Risk

Remaining true to the belief that all children can and will learn when given the appropriate environment and instructional/ emotional support, the Academy will implement and maintain an effective Student Support Team (SST) and design additional strategies for students for whom a referral has been received due to poor academic performance. The Academy recognizes that children who encounter at risk academic situations require swift and effective interventions. In keeping with the commitment to a high level of academic engagement of all children, the school will focus on early identification and intervention.

RtI

Response to Intervention (RtI) is defined as "the change in behavior or performance as a function of an intervention (Gresham, 1991). See appendix D for further elaboration on the process. In implementing RtI approaches with ELLs, a significant challenge is determining student's knowledge and skills in their first language and then understanding their performance in their second language (English). RtI has the potential to affect positive change for ELLs by requiring the use of research-based practices based on individual children's specific needs. All ELLs, however, need culturally and linguistically appropriate instruction, no matter the educational setting. In other words, instruction and interventions must consider a student's cultural background and experiences as well as their linguistic proficiency (in both English and native language) in order for instruction to be appropriate.

B. Identify the staffing plan for the school's English language learner program, including the number and qualifications of staff.

The Academy plans to hire a qualified ESOL (English as a Second Language) Coordinator that will be ESOL Endorsed/Certified (See required

by the job description in Appendix C) and an equitable number of teachers to students that will have, or be working towards their endorsement. Additional coordinator(s) will be hired as the need arises, depending on the number and types of services offered to the students. Below is a list of some of the responsibilities and functions to be performed by the coordinator(s) in formulating programs to meet the need of our ESOL students:

- Facilitate and provide a comprehensive ESOL program with timely assessments and modification to the individual student's ELLSEP. (See Section 3 of the Handbook for complete guidelines on ELLSEP folder)
- Ensure that the student is receiving language instruction using the appropriate methods for the designated classification. See categories of instruction in Appendix E
- Ensure that the testing requirements for each student is in place
- Ensure that each student's education plan is in place and being followed and monitored for its benchmarks
- Work with the Curriculum Specialist in preparing the types of aids the ELLs need to be successful in their content area subjects
- Ensure that teachers and ancillary staff are using the processes that are in place to assist students in the program
- Ensure that the academy is meeting the District's plan submitted to the DOE as well as assist in preparing the student's PIP
- Keep abreast of changes and or amendments to the requirements set by the Office of English Language Acquisition of the U.S. Department of Education for ELL students.
- Mentor teachers that are new to ESOL strategies
- Oversee that all four categories of ESOL training are in place and prepare materials that may be needed for PD
- Assist in PD presentations
- Assist parents with ELL committee meeting information
- Provide technical assistance regarding META Consent Decree and Title III
- Assist schools with monitoring ESOL FTE data issues

See Appendix E for further elaboration.

All Category I teachers (Elementary Language Arts/English, Developmental Language Arts, Intensive Reading, Reading Teachers) must have completed their training requirements or be placed in out of field ESOL. See Section 10 of the Handbook for training options.

All Category II teachers (Teachers of Basic Subjects Taught in English to ELLs using ESOL strategies (Mathematics, Science, Social Studies, and Computer Literacy) must have the required training for ESOL Strategies for Content Area Teachers. See Section 10 of the Handbook for training

options.

All Category III teachers (Teachers of other subjects/areas not included in Categories I and II) are required to training as well. The options are listed in Section 10, page 5 of the Handbook)

Category IV covers Guidance Counselors and School-based Administrators must complete 60 inservice points in an ESOL approved Category IV ESOL course or inservice component.

Since our target population is ELLs and children at risk, most if not all teachers and stipulated categories will have or be working towards their required training. Since most paraprofessionals will be working in the classroom assisting teachers who work with ELLs, they too will participate in ESOL inservice learning adequate to their duties and responsibilities.

8. School Climate and Discipline

A. Describe the school's planned approach to classroom management and student discipline.

The Academy recognizes the best manner to effectively maintain order in the school is if all parties involved actively participate in student behavior. See student centered model in Appendix X. In this model, students, parents, and teachers work as a unit to officiate classroom management. Parents and students will sign contracts of expected behaviors, the Academy will introduce classroom ambassadors that function as peer advisers to diffuse unacceptable behavior, and teachers will behave as mentors to the student, and model core values. In such an atmosphere, children learn to become peaceful and tolerant members of society who wish to succeed. To assist student in making appropriate choices, the Academy will integrate mentors who are willing to volunteer time to talk to students at least on a weekly basis and participate in school activities that will improve the bond between students and their mentors. These mentors become part of the formula to maintain order in school and provide a voice for the students to vent or communicate concerns they may have and in so doing they create a web of exchange and support among community members.

Parental contact in the form of communicating with teachers and administrator through parental journals, calls through the hot line, and monthly meetings help to provide support to the students and diffuse possible problems that may lead to student misconduct. Studies done in the 1950s outside Chicago, honed in this phenomenon. In a portion of the Hawthorne studies conducted on factory workers the term Hawthorne effect (commonly referred to as the observer effect) was first used. It is a form of reactivity whereby subjects improve or modify an aspect of their behavior

being experimentally measured simply in response to the fact that they know they are being studied. Children react in the same manner when they know their parents are scrutinizing their behavior.

As a reminder to the students, posters and signs will be placed in strategic places within the classroom and student service areas to remind the students what is appropriate behavior. A flag system will be used to gauge how the student has behaved on a daily basis and communicate with parents how the students have behaved and the consequences of their behavior. See Appendix X.

The Academy will adopt and follow the most recent version of the District's Code of Student Conduct, incorporating the district's policies and expectations for students related to consistent and timely attendance, respect for persons and property, appropriate dress, technology usage, student publications, student activities, student records, and right to appeal, including grievance procedures especially, pertaining to charter schools. This information will be made available to parents and students upon registration.

The Academy expects their students to display the following acceptable behaviors:
- Treat others with respect and honesty, and embrace diversity,
- Prepare for class by bringing paper, pencil, pen, books and other needed supplies,
- Participate in classroom discussion and group projects,
- Own their learning successes by charting their completion logs and journals,
- Assist peers and younger students in tutoring and mentoring them,
- Complete all class work, homework, and reading assignments,
- Use class time appropriately,
- Take home and return necessary forms or correspondence,
- Take care of and return all textbooks, library books, other school-owned materials or equipment loaned to them,
- Follow rules and regulations about field trips
- Act responsibly on campus, on buses, and field trips, and at all school-sponsored events, regardless of locations,
- Wear properly fitted safety related helmets when riding a bicycle

B. Describe the school's Code of Conduct, including the school's policies for discipline, suspension, dismissal and recommendation for expulsion.

The principal and staff have the responsibility and authority for maintaining the orderly educational process. The principal is authorized to take administrative action whenever a student's misconduct away from school

has a detrimental effect upon other students or on the orderly educational process. Teachers and administrators will strive to use a variety of informal disciplinary or guidance strategies, prior to, during, and after formal disciplinary actions. The Academy will employ the elementary students discipline matrix used by District to maintain consistency at all levels across the county. The Matrix enables administrators to assign consequences consistently, regardless of the school the student attends.

The consequences of disciplinary actions range from verbal warning for the first consequence through loss of privileges within the classroom. More severe consequences (Administrative consequences) entail detention, in school suspension through behavioral contracts and could culminate in suspension from the school.

Dismissal or Recommendation for Expulsion: The principal may request through a formal recommendation to the School Board that a student be expelled. The Principal of the Academy may take this action when he/she has exhausted less sever administrative disciplinary action, or when he/she has considered those alternatives and rejected them as inappropriate in the given situation.

If the school is considering removal of a student form attendance; it will inform the School District of the intention and share information concerning the basis for considering the removal. If the student's actions lead to a recommendation for an assignment to an alternative school, or expulsion from County Public Schools, the school will cooperate in providing information and testimony in any legal proceeding.

II ORGANIZATIONAL PLAN

9. Governance

A. Describe the legal structure of the governing board. If the governing board has not yet formed, describe the plan, including a timeline, for formation. Description must demonstrate how school will organize as or be operated by a non-profit organization.

The Learning Place Academy, Inc., a non-profit Florida corporation, is the legal entity that will operate the School as per the Articles of Incorporation, and by-laws (See Appendix C).

The governing board of the Academy will have the responsibility for the affairs and management of the school and will provide continuing oversight of school operations. They are committed to the mission of the school and are cognizant of their responsibility to effectively and properly manage public funds. At present a founding board is guiding the formation of the Academy. Once the application is approved, the founding board will

assemble to elect three to five individuals who will be voting members and provide the leadership the Academy will need to function under the articles of incorporation and the by-laws. See Appendix C and timeline Section 19 of the application.

B. Provide an organizational chart for the school and a narrative description of the chart. Clearly describe the proposed reporting structure to the governing board and the relationship of the board to the school's leader and administration.

The organizational chart can be found in Appendix C with this application. The chart shows the principal/director (or in his/her absence, the assistant principal/administrator) will provide for the day-to-day operations of the school and oversee the teachers, assistants and staff. The second line administration, made up of curriculum specialist, ESOL and ESE coordinators will share in some of the administrative duties pertaining with reporting student progress to parents, the District as referenced in 102.33(9)(1) and other stakeholders in the education process as time/regulations permit. Once the Academy is fully staffed administratively, the principal/director, assistant principal/administrator will share administrative duties as formulated by administrative practice.

The Principal/Director will report to the Board during their regularly scheduled meeting, about important aspects of the school such as finances, pending purchases, the bidding process, contacts with parents, community involvement, results of student testing, and other matter deemed necessary for the Board to have knowledge and be able to participate as required by charter law and common board practices. The board will serve to provide assistance to the administrative body of the school, protect the charter, oversee the continuance of the school through emergency intervention as deemed necessary by a board quorum. In the absence of a quorum for 45 consecutive days, the founding board initiators (at least three members) that have kept active of Academy and board issues will intervene and select an interim voting board members so that a quorum can be in effect to guarantee the continuation of the school until the election of a new governing board member can take place (see by-laws in Appendix C).

C. Provide a description of the responsibilities and obligations of the governing board as a whole.

The governing board will model the Academy's commitment to parental and community involvement, which will ideally reflect the diversity of the community served by the school. Some of the responsibilities of the governing Board are:

- Provide leadership for the school and community in assuring that high-quality instruction and learning opportunities are made available for all students.
- Promote high achievement and academic excellence for students through overseeing that a school-wide improvement plan is in place.
- Oversee that as a neighborhood school, Learning Place Academy serves and reflects the racially, economically, and culturally diverse student population residing within its attendance zone.
- Proactively pursue increased participation and leadership by community members served by the school.
- Build innovative partnerships with community businesses
- Set, approve and meet annual budgets.
- Investigate and initiate fundraising efforts.
- Promote school-based management through shared decision-making among staff, parents/guardians, and administrators on issues supporting school-wide improvement.
- Promote a free flow of communication among staff, students, parents, and administrators.
- Promote a positive school climate and a sense of ownership of school improvement goals.
- Establish formal procedures for gathering and reporting information aimed at identifying problems, making decisions, and suggesting solutions.
- Establish appropriate liaison groups, task forces and committees to ensure that the needs of all groups (faculty, staff, parents/guardians, students, families and community) are being met or addressed.

Likewise the governing Board has legal which include the following:
- Approval for all policies and procedures keeping in line with the district
- Providing an avenue for parents to express their grievances
- Financial responsibility and accountability
- Raising funds from the private sector to supplement the school's public funds
- Compliance with laws and terms of the Charter
- Legal documentation
- Annual budget approval
- Oversee annual reporting as required under 1002.33 (9)(1)
- Approval of personnel recommendations
- Negotiation and approval of all contracts
- Appeals for student discipline
- Assurance of mission and vision of the school
- Guardian of the school
- Audit review and compliance.
- Compliance with Florida's Public Records and Open Meeting Laws.

- Maintenance of a "Board Book" documenting minutes, Board action and approved policy.
- Hiring a Principal/Director as well as evaluate his/her performance.

D. Describe the policies and procedures by which the governing board will operate, including board powers and duties; board member selection, removal procedures and term limits; code of ethics, conflict of interest, and frequency of meetings.

Charter school governing boards must be guided by a set of by-laws that define how the board will operate. Applicants may include their proposed by-laws.

The governing will be governed by the by-laws and limited to the powers stipulated there-in. Together with the Articles of Incorporation, the By-Laws will describe, how the governing board will operate, their duties, board member selection, removal from office, term limits and the code of ethics and conflict of interest. See Appendix C. The governing board will meet monthly on their regularly scheduled day. Meetings will follow Sunshine State Standards of meeting in a public place, and open to the public. Advertisement for each meeting will be done at least two weeks in advance so that individuals wishing to attend may make provision to be there. Agendas will be published at that time allowing for individuals who wish to address the board can do so and be given ample audience. The completed policy and procedure manual will be completed and ready for adoption three months prior to the beginning of the school year. In this manner policies can be implemented as teachers are hired and students are recruited.

As a matter of policy the Board will minimally define the separate roles and responsibilities of Board Members and Staff. Board members will not have authority except as a whole and will not exert undue influence over staff except as defined in Board policy. The Board will follow policy as established by the district and in the absence of established policy and as allowed by the BCSB establish policy to: (the following is a sample of policy issues that are not intended to be all inclusive)
- Define limits on staff spending without prior approval of the Board.
- Define Budgeting procedures and methods of periodically reviewing financial information.
- Define treatment of staff (HR policies).
- Define minimum communication requirements between the school and home, the school and Board, the school and School Advisory Council, the school and Sponsor.

The Governing Board will ensure that a School Advisory Council is established per Florida Statute §1001.452. The Council will be comprised of a majority of members who are not employed by the school. The Council will include a minimum of five persons. The Council will include the Principal (without voting privileges) and an appropriately balanced number of teachers, education support employees, students, parents and other

business and community citizens who are representative of the ethnic, racial, and economic community served by the school, plus a representative of the Governing Board (selected by the Board). A member of the School Advisory Council shall also fill one of the seven seats on the Board of Directors. School Advisory Council members representing teachers, students, parents, and employees of the school will be elected by their respective peer groups in a fair and equitable manner. Community members will be selected as follows:

- Notices for vacant community council member positions will be advertised 15 days in advance of selection of new community members.
- The Governing Board shall receive applications from interested community members and select appropriate community members to fill open positions ensuring that racial, ethnic and economic balance is maintained. Applicants will minimally provide a resume, letter of commitment to serve the full term, and other information supporting the applicant's ability to fulfill his/her role as a Council Member.
- The Council will adopt its own bylaws consistent with §1001.452, Fla. Statute and if applicable by School Board requirements.
- The first group of community members will be appointed directly by the Board and after their initial term, the procedures described in 1&2 above will be the method of selecting community members.

The Council will serve as a liaison between parents, teachers and the community and the Governing Board regarding issues concerning school functions. The Advisory Council will provide input to the Principal and Board in areas that may include but not be limited to, the following:

- Review of the Academy's policies to ensure consistency with the school's mission.
- Participation in the development of the annual School Improvement Plan.
- Review outcome goals and measures of those goals.
- Participation in fundraising events.

E. Explain how the founding group for the school intends to transition to a governing board.

The founding board is made up of individuals who are seeking to open a school to meet the academic needs of this multi diverse community. The small group made up of educators, parents, and community members input from these active individuals provided the ideas that became this application. Some of the individuals who have worked diligently to make this school a reality are unable to provide hands-on assistance to the academy but remain closely associated as active community members. Those who

are able to provide direct contact with the school may opt to become part of the governing board of the school. These individuals have provided the foundation of the By-Laws that will govern the actions of the board and once the charter is approved the founding members will meet to select a governing board. Active founding board members range from six to fourteen members. A quorum of those considered active at the time will range from five to eight members that will vote to select what will constitute the first governing board for the academy. The founding board members voted to become the governing board will ensure that they will take appropriate measures to be trained in their duties and obligations to the Academy. Those individuals of the founding board that are not selected can remain active in board matters by attending board meetings and staying abreast of what occurs at the Academy. They in essence become the guardians of the continuation of a functioning Governing Board, protecting the Mission and Vision of the Academy and ensure the seamless administration of the Academy.

F. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development.

The governing board will be established as a natural progression of the founding board which has been instrumental in developing this application. Once the charter is approved, the mew governing board will undertake the governance training and begin the orientation process of their new positions. The process will include:

- Staying abreast of the requirements of the district and state including ongoing professional development
- Beginning community orientation to the Academy through fairs, town meetings, cookouts, etc.
- Initiate partnerships with community members and businesses.
- Inviting the community to board meetings
- Inviting resumes of applicants who wish to serve and can contribute to the needs of the school.
- Interviewing and selecting applicants that will be able to provide the types of services that will benefit the school either as volunteers or as part of the new board and inform them of the duties and responsibilities of the governing board and the mission and vision of the Academy
- Drawing from the pool of interested community leaders fill in vacant seats from the governing board
- Oversee the ongoing professional development of new members
- Have the experienced board members become mentors to the newly elected members and assist them in continuation of the Academy leadership

Because of the awesome responsibility of the board, it is necessary that it be made up of individuals who are service oriented and are attuned to the Mission and Vision of the Academy and who are dedicated to helping children.

G. List each of the proposed members of the school's governing board, indicating any ex-officio members and vacant seats to be filled. For each proposed member, provide a brief description of the person's background that highlights the contribution he/she intends to make through service as a governing board member and any office of the board that individual holds.

The members of the founding board envisioned a school that would address the needs of all children, that each child has potential to succeed and that this learning can take place in a safe homelike environment. From these primary needs, the group members focused on their central areas of knowledge. Appendix C introduces the active members of the founding board and their areas of expertise. Profiles of these individuals will denote the experience they have in their respective fields that is contributing to formulate this academy.

Since the primary focus is the child, the people that influence the manner in which that child learns must be keenly aware of the demands of his/her participation. The initiators of this idea were such participants.

From the start all members agreed that a strong educational foundation to serve the needs of the children would be the central point of the program. Research in successful models showed that individualized learning was the most efficient method to use since students learned quicker and obtained a more solid foundation. Systems used by national tutoring centers were not only successful but could be adapted to the classroom especially if the school day could be extended to accommodate tutoring time.

Not only did the children tutored at these centers showed marked improvements but the self esteem of these students who were used to failure, blossomed. Members of the founding group who where more knowledgeable of learning processes worked on adapting these techniques in order to incorporate into the school day.

Other individuals that became involved during these development years and committed to the program addressed other issues such as health, financial planning and community support. These individuals worked diligently seeking advice from experts in their fields and provided the group with a nucleus of support who contributed to the charter petition, attended meetings, participated in gathering support or became involved in the process in other meaningful ways.

Presently are the beginnings of a Steering Committee comprised of individuals with children, educators and community members, an Advisory Board comprised of health care professionals, technical support personnel and financial experts, and a writing team made up of educators and community members. Other committees and boards providing input are Community Improvement Council, Safety Committee, and Character Education Committee. Profiles of the founding members are included in Appendix C.

During a formal Founding Board meeting, information will be disseminated as to what are the requirements and expectations of Governing Board Members. Those individuals interested in continuing on as the Governing Board members will make their intentions known and ask to be voted as part of the Board. During this process, the governing chair will also be selected and announced. See By-Laws in Appendix C for full elaboration.

The Founding Board individuals who wish to stay involved as mentors and volunteers now take on a secondary role by staying abreast of what is happening at the Academy. They are available for emergency situations such as vacant seats become available and while in preparation for an official election, they can become interim members so that quorum can continue in the Board. See By-Laws for full disclosure. Interim members can chose to run for the vacant seat open to the community and if selected become the newest Governing Board Member assuming the requirements, responsibilities and expectations of the Board members.

Individuals running for a seat in the Governing Board will make a full disclosure of their qualifications and areas of expertise that will help shape the Academy. All Board members will participate in governance training as required by the state or district. They will also have to pass their background checks and be fingerprinted prior to being official members.

Other roles for individuals in the Founding Board wishing to stay involved in the community can continue to provide advice as experts in their fields and look for partnerships with the businesses that comprise the community. If the Academy is to achieve the long-range goal of providing an adult advocate for each child, the Academy and Governing Board need to be keenly aware of individuals and organizations that will be able to support this goal. Other functions these individuals who wish to volunteer and have expressed a desire to help the school can do so by:
- Disseminating school literature
- Serve as spokespersons in the community by recruiting businesses that will support recruitment efforts
- Once the school opens, serve as mentors to the students and their families.
- Help the school in obtaining private grants and donations

- Volunteer in setting up after school activities and clubs

All volunteers participating in activities with the students will have to go through background checks and be fingerprinted.

H. Outline the methods to be used for resolving disputes between a parent and the school.

The Academy recognizes that the school's partnership with families is a key to student success. Parent involvement in school matters will be possible at many levels. The more involved the parent is with the school, the closer the ties will be with teachers, administrators and board members.

The original Advisory Board of the school, and all future boards, will include parent representation (a minimum of 2 parents will serve on the board). Parent volunteers will participate in the daily life of the School and on various committees created as needed, such as: School Improvement Council, School Safety Committee, and Character Education Committee.

During the initial weeks of opening, parents will be notified as to the opportunities to serve on various advisory committees and the parental volunteer options available to them. Parents or their designee will be asked to volunteer 20 hours of annual service to the School. In addition:

- Board meetings will be open to the public and parents/guardians will be given notification and encouraged to attend all board meetings.
- Quarterly parent/teacher conferences will be held to provide a forum for open discussion and to build parent/teacher understanding and support.
- Annual surveys will be distributed to parents/guardians, staff, and students to receive input for evaluation and improvement.

Parents will be expected to fulfill the terms of a contract indicating the manner in which they will become involved in their children's education and the school's operations – such as school volunteers, mentoring programs, skills training, extended day programs, special events, and extracurricular activities.

Parents will be expected to participate in providing stability to the school and its purpose according to their abilities. There will be no mandatory requirements other than the community hours each family is responsible to participate in. Parents are not required to forcefully participate themselves in any activity, which they cannot or do not wish to be a part of.

A fully working PTCO (Parent Teacher Community Organization) will initiate within 5 weeks of the school opening. This becomes an avenue for parents

to participate in a single, strong voice whenever the need arises for decision-making matters. Candidates for two nonvoting seats in the board will be selected within this time period.

In addition, parents are expected to:

- Provide a learning atmosphere for their children at home.
- Oversee that homework is being completed and the at home reading time is maintained.
- Encourage the learning process of the child.
- Participate in monthly conferences set with school administrators or teachers to talk about student progress.
- Maintain dialogue with instructors via the student mail on line or taken home daily in the student folder.

Parents can help establish steering committees to address the areas of curriculum enhancements, volunteer involvement, PTSO, fund raising as well as help establish help centers for the students and parents such as tutoring assistance, parents academy and act as a liaison to the community in matters pertaining to workforce curriculum development that would help area businesses meet their employment needs. LPA needs to become a beacon that will welcome the community to meet and address pertinent issues and help solve some of the pressing needs of the businesses, the local leaders, parents, students and other stakeholders.

Outside of committees, parents have numerous manners in which address concerns and participate in decision making opportunities. One very effective manner in which to address school and homework with a teacher would be through the Parent Journal available in the homework/contact folder taken home every night by the student. In this folder, the parent may find administrative memos, teacher memos, district information, as well as the student homework journal to find out what concerns their children have on school or homework and how it has been addressed. A web site will be set up for parents to write to administrators, teachers or support staff and expect a response within 24 hours or make a call or leave a message on the extended hour phone service to get a quick response. (See Appendix Y for information on the Parent Journal.

Normal concerns of a non-emergency nature can be communicated at the monthly parent meeting with administration. If however a dispute develops between a parent and the school that cannot be handled by a particular committee, board member or directly with administration, parents will be directed to the selected board arbitrator that handles such matters apart from administration that will provide a remedy to the problem. The steps to follow are as follows:

- Make appointment to clarify issue with school administrator or principal.
- Contact the Conflict Resolution board member. or
- Present the issue at a scheduled Governing Board Meeting.

10. Management

A.   Describe the management structure of the school. Include job descriptions for teachers and each administrative position that identify key roles, responsibilities and accountability.

Once selected, the principal will take over most of the direct management functions previously done by the founders. The Academy will work under the upside down pyramid model of management that pours the combined services of the support, ancillary and administrative staff to support the efforts of the teachers to impart education to the students. With this paradigm the lines dividing distinct levels of administration become ambiguous and reflect more a tendency for the levels to blend and fluctuate and the services extended vary as the need dictates. The students as well as the teachers participate in outlining the services that need attention providing more hands-on involvement in the learning/teaching process. See Appendix X

The principal will conduct the school site-based management whose primary duties are to oversee that each child becomes the nucleus of the combined efforts of family, teachers, support staff and the community in order to provide the student with the best education possible. Perhaps the most important duty of the principal/director and administrative staff is to oversee the orchestration of the educational process that takes place for each student in the school. This entails that the primary educators at the school are afforded the support and assistance from, ancillary staff, family, and the community to maximize each student's learning. In so doing, the student together with the teacher, become the focus in meeting his educational goals. Altogether the administrative and support staff work towards supporting the needs of the students and the teachers that provide the necessary services in the education process. See dynamics of student as the nucleus and the inverted pyramid in Appendix X

The secondary responsibility of the principal or director is to supervise the professional development of each teacher and support staff member needs to stay abreast of new developments in the educational process, provide training and educational opportunities to the teaching staff that is necessary to carry on the teaching process and provide available support to those that would like to attain new skills related to the educational process for personal growth.

Lastly, the principal/director oversees that the financial responsibilities are

met, that each vendor is paid, that the budgeted and approved purchases are made, and the services are provided that each student needs.

Other responsibilities include but not be limited to fulfillment of charter obligations and School Board compliance, establishing management training, technical support, assessment and testing performance comparisons, faculty in-service, volunteers, personnel issues, program, systems and policies manuals, accreditation assistance, special needs consulting, and pathways to alternative revenue sources i.e.: fundraising, and community involvement as well as those duties the Board has designated. Although the principal/director is ultimately responsible for these administrative functions, it will work under a team approach where top ancillary staff will participate and perform some of the duties usually associated with a principal/director, administrator or assistant principal.

The Principal/Director should have a Master's degree in Education, Leadership or Finance. The Assistant Principal and Administrator should have at minimum a Bachelor's Degree in Education, Leadership or Finance with extensive experience in the field of education and a proven track record in administrative duties. Job descriptions including responsibilities and accountability for principal/director, assistant principal, ESE and ESOL specialists, curriculum specialist/ reading coach, and instructors/facilitators, will follow in Appendix C. All positions are accountable to the Board through the principal/director. And ultimately, all accountability is made to the parents, students, community and funding authorities.

B. Outline the criteria and process that will be used to select the school's leader and the process by which the school leader will be evaluated.

As required by the By-Laws, the principal/director will be selected by the governing board. The selection criteria for this or any other position for the school will be to generate a hiring committee to conduct the staffing functions (see hiring principles for teachers in section D of Management). Once the Principal/Director has been selected, a benefits package is prepared; a contract is signed and upon acceptance hires the individual. The Principal/Director selected will continue with the process of assuming the human resources functions of the school. These include:
- Staffing
- Training and development
- Motivation
- Maintenance

See Appendix X for further elaboration.

The Principal/Director will have a Master's Degree in Leadership, Finance,

Education or similar discipline that will provide leadership to the Academy, has the knowledge skills and abilities to perform the duties and responsibilities outlined in the job description. See Appendix C for job description. This key position requires an individual who is tuned in to the needs of targeted population and is in sync with the mission and the vision of the school founders as stated at the beginning of this application.

In order to accommodate the many duties required of the principal prior to the opening of the school, it may be necessary to bring him/her on board as early as March 2012 or sooner. Some of the managerial functions the principal will fulfill are as follows:
- Management
- Planning
- Organizing
- Leading
- Controlling

See Appendix X for further elaboration.

All positions will be evaluated based on accountability principles of effective teachers and leaders. Various methods will be used to measure these qualities and evaluations will be done by:
- Direct line supervisors
- Administrators
- Peers
- Parent/student surveys
- Community members or other stakeholders directly involved in school matters
- Board members

Using the cumulative information from those reporting, the Board will outline the Principal/Director evaluation according to the job specifications as well as the input from designated individuals.

C. Provide a staffing plan for each year of the charter term aligned with the school's projected enrollment as detailed on the cover page of this application.

As outlined in the proposed budget found in Appendix A, the overall ratio projected of teachers to students will be 1/20. The first year of operation will allow for 14 teachers, one ESE and one ESOL coordinator, one curriculum specialist/reading coach and a part-time media specialist (job descriptions included in Appendix C. The total number of staff fluctuates as the enrollment and needs dictate. Each additional year will bring the increase of teachers to allow for the required grade ratios. During the second or third year of operations, an assistant principal and librarian will be hired to assist

with administrative and staffing needs.

Teachers	K	1	2	3	4	5	mixed	Total teachers needed	Total aids In budget
1 yr.	3	3	2	2	2	2	1	15	7
2 yr.	4	4	4	4	3	3	1	23	13
3 yr.	5	5	5	5	4	4	2	30	15
4 yr.	7	6	6	6	6	5	2	38	19
5 yr.	9	9	9	7	7	7	2	50	25

The Academy will hire an Information/Data Input Specialist principally to register students, maintain student files, report daily attendance and perform other office related tasks. Teacher Aides will be hired to assist teachers directly with student learning. A custodian will be available on a part-time basis to maintain the school hygiene. Staff will report directly or indirectly to the Principal/Director of the school.

The Academy will maintain a list of available substitute teachers that can be called whenever a regular teacher is not able to attend his/her scheduled class hours.

D. Explain the school's plan for recruitment, selection, development, and evaluation of staff.

The Academy will be non-sectarian in its programs, admissions policies, employment practices and operations as required by Section 1002.33(9)(c), Florida Statutes and will meet all applicable state and local health, safety and civil right requirements as set by 102.33(9)(c) of the Florida Statutes.

The Academy will be hiring teachers, who are strong in effective teaching, and skills with an in-depth knowledge of education to teach in a performance-oriented environment. The successful candidates will be expected to nurture student learning and character development, model acceptable behavior, and become an integral part of the total Academy family and the community-at-large.

Recruitment – Teachers will be recruited based on their training, experience, effective teacher behaviors and affinity to the target population.

Requirements:
i. One year of related experience or work under the auspices of the lead teacher. Teachers hired not having one year related experience must work under a lead teacher for guidance for the first year at the Academy.
ii. Criminal background checks and fingerprinting.
iii. Child Abuse Registry Check and Florida State certification for appropriate age group.
iv. A willingness to maintain PD requirements to enhance skills and knowledge required to carry out their functions.

The cost of fingerprinting and background checks will be the responsibility of the teacher.

Education:
v. Bachelor's degree in Education or area of expertise.
vi. Certification or letters of eligibility will be required of all teachers.
vii. Preference for Master's degree in field; graduate credits in teaching reading; special education or exceptionalities certification; computer literate.

Effective Teacher Behaviors

- Teacher reacts constructively (overt, verbal, nonverbal) to students' feelings and attitudes and is proactive in resolving student issues.
- Teacher actively listens to what a student is saying, reading, reciting.
- Teacher gives direction and follows through with it.
- Teacher seems confident in teaching and demonstrates a grasp for the methods required under the Common Core Standards.
- Teacher checks on students' progress regularly and adjusts instruction accordingly.
- Teacher expresses positive, pleasant, optimistic attitudes and feelings.
- Teacher seems to perceive learning rate of students and adjusts teaching time accordingly.
- Teacher encourages students to take responsibility for their own class work, maintaining of completion charts and progress journals.
- Teacher capitalizes instructionally on unexpected incidents that arise during class time.
- Teacher prepares lesson plans that incorporates
  A) Building knowledge through content-rich nonfiction
  B) Reading, writing and speaking grounded in evidence from text, both literary and informational
  C) Regular practice with complex text and its academic language
- Teacher assists each student to prepare for College and Career Readiness with a solid research curriculum that has fewer, higher and clearer objectives.

Selection Process

The following information is intended to help guide the process of screening applications and other pertinent data and analyzing oral interviews.

- Vacancy is advertized
- Job description are made available
- Particulars about salary and benefits
- Closing date of application is announced
- Applications are screened and processed
- Calls are made for individuals who will be interviewed
- Hiring committee interviews candidates
- Final processing of candidates takes place

See Appendix X for complete process.

The Academy is committed to hiring the most dedicated, qualified individuals to become part of the school faculty. A bachelor's degree will be required and staff must process or be eligible for certification. Further preparation will be given through in-house training in the areas of disabilities, ESOL, LEP, exceptional, at risk and special needs students as well as those required by sponsor or by statute. New teachers, those that are new at teaching this particular age group or working out of field will be afforded assistance from a master teacher. The Academy is aware the costs involved in the recruiting, selection and training process and feels that it is necessary to make every effort to retain good teachers and to place them in situations they will feel comfortable to teach.

Qualifications of those teachers and staff hired will be made available to parents initially at the school open house and by request.

Professional Development

PD is an ongoing process. Based on the Continuous Improvement Model, there is always room for improvement. As such, the Academy will maintain ongoing professional development criteria for all employees. Much of the training needed will be made available through the Academy or through required district training. Additional needed training will be made available through on-line courses or university classes.

Evaluation

All positions will be evaluated based on accountability principles of effective teachers and leaders. Various methods will be used to measure these qualities and evaluations will be done by:
- Direct line supervisors

- Administrators
- Peers
- Parent/student surveys
- Community members or other stakeholders directly involved in school matters
- Board members

Input from peers, parent surveys, etc. will be taken into consideration when the staff is evaluated. All evaluations will be reviewed by the Principal/Director before the final copy is given to the person being evaluated.

11. Education Service Providers

If the school intends to enter into a contract with an Education Service Provider (ESP):

The Academy has no plans to enter contract with an educational service provider. The educational services at the Academy will be provided by the teachers and staff that will be employed by the institution. There are professional services such as physical and speech therapies that will be contracted by organizations that specialize in such services as the need becomes evident. If after an analysis is made of the total services needed by any specialty increases to the point that it becomes evident and cost effective to add a full time staff member that is qualified to perform said task, then the Academy will begin the process of recruiting for such position.

12. Employment

A. Explain the school's compensation plan, including whether staff will be publicly or privately employed.

The school will be a private employer. Learning Place Academy Charter School Inc. will oversee the running of the school. It will be responsible for all in-house training, some professional development, and in-service points. Funds for these programs are included in the professional services under staff development. Any additional required training, not offered by the School District or as in-house training, as well as any tuition reimbursement will be paid for from a special fund created for teacher training in the school budget through fundraising activities.

Teachers employed by The Academy will be certified according to SS1012, including 1012.42, Teachers out-of-field and be in compliance with 1012.56,

educator certification requirements, including 1012.56(3) Mastery of General Knowledge.

As a private employer, the school's employees will not be working for the school board in the district and will not participate in the Florida Retirement System.

Every effort will be made to pay teachers comparable salaries to the district. A salary structure is being developed that will take into consideration the types of experiences teacher in the field have but for which they receive no compensation. Administrative salaries will be developed in accordance with the supply and demand for administrative positions. Guidelines for the anticipated salaries are set forth in the financial projections for the school. Staff will be hired on a year-to-year basis with the contract extensions recommended on an annual basis. All employees will be hired initially on a 90-day provisional contract. All first year teachers will be paired with more experienced teachers who will act as mentors and facilitate expected outcomes. All teachers will meet all School Board training requirements including participating in training for professional growth and development as well as instructions for mentor pairing as required by the district at a minimum, and will include training for reading and ESOL endorsement, and any other requirements deemed necessary by state or local mandates.

Salary structure should change as soon as we are able to count on funding that may be made available for charter schools or our targeted population.

All instructional personnel will be considered 10-month employees and will begin work at least one week prior to the start of school for in-house training and development. During the school year, they will have the same legal holidays that the county teachers have since the school will follow the same basic schedule as the county schools. Vacation days for a full time/12-month employee during the school year will be limited to ten working days and approved only with notice given at least two months in advance to secure adequate continuous coverage. Vacation days for administrative personnel will be individually negotiated. Vacation days that are not used will not be credited for additional income but will be allowed to accrue to future years. Part time employees will not receive paid vacation days.

As required by law, employees of The Academy will be informed of their rights to collective bargaining and joining unions.

Each 10-month employee will be considered full time and will also qualify for 8 paid sick days, after 90 days of continuous employment. Sick days must be taken for bona fide illnesses only and any sick days not used will not be reimbursed or accrue in future years. After two years of continuous employment, teachers will accrue one additional sick day per year up to a

maximum of 10 sick days. Part time employees will not receive paid sick days. Employees, who qualify, will be able to take advantage of the provisions of the Family and Medical Leave Act which provides employees the opportunity to take up to twelve weeks of unpaid leave for family matters.

Each full-time employee will be eligible for individual health insurance with the opportunity to purchase family coverage. The full-time employee will have up to 50% of their individual premium covered.

Applicants will be informed that this application is for a charter school that is not under the Florida Retirement system.

The School assures that it will require background checks for all employees, including contracted employees, the Board of Directors and other personnel who are permitted access to school grounds when students are present, who have direct contact with students or who have access to, or control of school funds.

B. Describe the personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school's professional development program. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.

At present writers for the founding board are working on a policy and procedure manual for teachers and staff and will include but not be limited to the practices outlined above. This manual should be completed by the middle of September and ready for founding board approval by October 2013 and it will include but not be limited to the following topics:

- certification,
- continuing education and professional development,
- requirements for employment,
- compensation,
- probation,
- employee conduct,
- insurance benefits,
- punctuality,
- attendance and leave,
- discrimination and harassment,
- discipline,
- formal reviews,
- employee grievance procedure,
- separation from employment

According to the continuous improvement model, Staff will be required that part of their contractual agreement will be participating in a professional development plan to maintain and be updated in new teaching methods, techniques and curriculum enhancement as well as training in the operation of the school. The Academy will assist full-time employees with obtaining the necessary training to update their skills. Most PD will be provided by the Academy and through on-line sources. Any required training that cannot be accommodated by the Academy will be provided by nearby colleges or universities. Moneys will be set aside for tuition reimbursement for staff that cannot receive their PD at the Academy and must attend institutes of higher learning.

13. Student Recruitment and Enrollment

A. Describe the plan for recruiting students, including strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options.

Since concrete plans to bring about a charter school were formulated, an attempt to penetrate the community has been initiated and support from other members of the community has been established that includes, Puerto Ricans, Cubans and other Caribbean Islands, Central and South Americans, Asians and immigrants from other countries. Each group is interested in providing for their children an opportunity to excel in a tongue that is not their native language and they overwhelmingly welcome the support to their native customs and traditions.

In the more than five years of visiting the community organizations, the enthusiasm for a well defined individualized program to meet the needs of the children has been received. It is through their support that the efforts to bring the project to fruition have continued. Their desires to have their children succeed on their terms based on their needs and as a continuation of their culture are ever present.

The Academy founders have held periodic information meetings at various locations to inform area residents and other interested persons about the charter school opportunity. Presentations included information about charter schools in general and specifically about the curriculum focus of The Academy and the procedure for making an application. Earnest efforts to recruit students will take place with windows of opportunity for enrollment purposes and should begin in earnest by January 2014 to coincide with the other charter school and district enrollment plans.

In order to promote the school to a wide range of children throughout the county, the Academy will place mass media advertisements in various

media including radio and print. Flyers will be developed in multiple languages for distribution at area businesses, community centers, churches, and child care facilities. The Academy staff will make extensive efforts to address people where they meet, work, pray and play in order to communicate the opportunities available at the new school. Special effort will be taken to ensure that marketing, application and registration materials are available in multiple languages. The Academy may also conduct direct mail advertising to the area where its "targeted student" population resides.

The organizers are bi-lingual or multicultural and therefore, they are very cognizant of the need to reach diverse populations in their native language(s). Marketing materials will be printed in the various languages that are representative of the targeted student population. The Academy staff will contact social service agencies in the area that typically serve those "harder to reach" families referenced here. Information brochures and applications that are printed in multiple languages will be distributed to these agencies to facilitate the school's desire to inform these groups about the new school. School personnel will solicit opportunities to meet with families served by these agencies.

Other techniques to promote the school to harder to reach families are through direct contact and posters set at food markets, Laundromats and specialty stores. It is through our efforts to reach a wide variety of individuals that we expect will attract a wide range of students and through excellence in education will target numbers be reached.

Enrollment is subject to compliance with the provisions of Section 1003.22, F.S., regarding school-entry health examinations and immunizations against communicable diseases, school attendance requirements, and exemptions. Reporting to the Sponsor is a major aspect of compliance for FTE funding. As such, input of data will be done on a regular basis to ensure accurate and current student data.

B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools.

The School will seek to target and distribute information to the community it serves with the intention of reflecting in its student population the diversity of the surrounding communities. This will be accomplished by distributing recruitment information to county agencies such as the Urban League, NAACP, Hispanic organizations, minority media outlets, The Boys & Girls Club, YMCA, Dropout Prevention Programs, and other individuals, organizations or agencies deemed appropriate to be included to reach racial/ethnic balance of the community.

In order to reach the diverse population, the types of meeting places that

are used by differing groups must be explored to send the message to as many individuals as can be reached. This will be done as soon as the charter is approved for the coming school year.

C. Describe the school's enrollment policies and procedures, including an explanation of the enrollment timeline, criteria and/or any preferences for enrollment, and lottery process.

Applications will be accepted each year, beginning after the initial approval by the School Board. There will be 30-day windows of opportunity. Should space still be available after the 30 days, applications will continue to be accepted and subsequent 30-day windows of opportunities offered. Parents will be notified no later than 15 days past the closing of a window of opportunity of their child's application status. A lottery process will begin once enrollment is surpassed within a window then all applicants within that that group will be selected based on a lottery system. After maximum enrollment has been reached, a waiting list will be created. As seats become available, the next student on the list will be notified. As enrollment is determined, the appropriate Sponsor's office will be informed of those students leaving the various district schools. Students may withdraw from the school at any time and enroll in another public school as determined by school board policy.

Siblings of students attending the school will be given priority when they apply as well as the children of teachers and staff. They will be offered the first space that becomes available.

LPA will adhere to all reporting requirements of student enrollment to the District as required in Sections 1011.62, and Section 102.33(17)(a), Florida Statutes and will not violate the statutory anti-discrimination provisions of Sections 1000.05, and 1002.33(9)(f) Florida Statutes.

D. Explain any student and/or family contracts that will be used as a requisite for initial and continued enrollment in the school. Describe if and how the school will enforce such contracts.

The Academy chooses to enter into contract with parents wishing to have their students come to our school. They are based on expectations and commitment to the school. A copy of such a contract is in Appendix B. It describes the contract terms and the consequences of breaking the contract. The Academy expects that parents will work towards completing the agreements set in the parent contract and will work with the families so that they may be able to comply with the agreed stipulations. No student however will be denied education at the Academy because of the inability of the parents to comply with the volunteer hours.

The Academy will not charge tuition or registration fee, except those fees normally charged by public schools as required by Section 102.33(9) (d) Florida Statutes.

E. Explain any other efforts to encourage parental and community involvement, if applicable.

The Academy recognizes that the school's partnership with families is instrumental to student success. Parent involvement in school matters will be possible at many levels. The original Advisory Board of the school, and all future boards, will include parent representation. Parent volunteers will participate in the daily life of the School and on various committees created as needed, such committees as: School Improvement Council, School Safety Committee, and Character Education Committee.

Enrollment is a parent/student cooperative choice, wherein parents and/or guardians contractually agree to be responsible for their child's following the rules and regulations applicable to attendance, classroom participation, completion of homework and assignments, student behavior and wearing uniforms (see parent contract in Appendix B.

During the initial weeks of opening, parents will be notified as to the opportunities to serve on various advisory committees and the parental volunteer options available to them. Parents or their designee will be asked to volunteer 20 hours of annual service to the Academy or the equivalent in services in order to maintain that important contact with the school.

In addition parents will be encouraged to:
- Attend board meetings
- Represent parents by becoming part of the governing board
- Participate in monthly parent/teacher conferences
- Communicate with teachers and staff through parent journals, see Appendix Y
- Become actively involved in their children's education by overseeing homework and participating in nightly reading assignments.
- Fill out Annual surveys to receive input for evaluation and improvement.

Parents will be expected to:
- Fulfill the terms of a contract indicating the manner in which they will become involved in their children's education and the school's operations – such as school volunteers, mentoring programs, skills training, extended day programs, special events, and extracurricular activities.
- Participate in providing stability to the school and its purpose according

to their abilities. There will be no mandatory requirements other than the community hours each family is responsible to participate in. Parents are not required to forcefully participate themselves in any activity, which they cannot or do not wish to be a part of.

- Utilize the PTCO as an avenue for them to participate in a single, strong voice whenever the need arises for decision-making matters.

In addition, parents are expected to:
- Provide a learning atmosphere for their children at home
- Encourage the learning process of the child.
- Participate in Parent/teacher night.
- Maintain dialogue with instructors via the student folders taken home daily.

Community partnerships.

Learning Place Academy Inc. is the creation of the community. The founding board wanted to foster a successful launch of quality educational center to benefit students, parents, and the community.

The purpose of the school is the integration of family, educators, community and cultural values into the governance and curriculum of the school and enveloping all those energies around the child. It accepts that parental involvement in education is the foundation for increased academic achievement of students and truly believes it takes a community to raise a child. See Appendix X

As such the Academy will be turning to the community to provide input into the running the school and turning the academy into a neighborhood center that takes into consideration the "career choice" segment needs of the community by:
- Integrating those acknowledged needs into the school curriculum.
- Providing a forum to launch a parent academy
- Providing a forum for the community to meet and explore avenues for networking among area businesses such as participating in the Career Education segment of our curriculum either through participating in enhancement of the curriculum, special appearances, guests, and becoming mentors as well as utilizing these real world simulations to sponsor activities set for the program.

As a means to achieving the aims of a College Prep, the Academy is seeking partnerships with educational institutions of higher learning who will work towards guiding curriculum that will provide the means towards achieving the academic skills and having the tools to continue with advanced education. Presently we are working with two private colleges that are interested in forming mentors to this end.

III. BUSINESS PLAN

14. <u>Facilities</u>

If the site is not acquired:
F. Explain the school's facility needs, including desired location, size, and layout of space.

The organizers are currently working towards selecting from several options a site to accommodate 300 students, for the first year of operations with the availability of space and extended lease for the total of 650 students. The facility will meet all applicable code and rules affecting charter school facilities. Depending on the site chosen, an architectural firm and builder that will undertake the project will be announced. Both firms will have the required experience in designing and preparing educational facilities. The school will minimally include sufficient space for a lunchroom, labs, media center, classrooms for regular use, academic pull-outs and for individualized and small group instructions, outdoor space, restrooms as required by statute or law, administrative offices, professional meeting rooms and storage.

Possible sites are being negotiated within the county in an area which promises to provide the ethnic diversity the Board hopes to establish and can house the school for the first years of operation. This site would provide enough space availability to meet the needs of over 600 students, sufficient to meet the student growth of the first three years with adequate space to house the needs of maintaining records in fireproof and waterproof storage as stated in FS119.021 (1)(b).

As soon as a site has been selected, every effort will be made to provide the sponsor with floor plans that would show the classroom space to meet the needs of, at least initially, those that will be enrolled in the first year the school is in operation.

G. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived.
o   *The financial plan for the proposed school should align with the facilities-related costs described.*

Most of the efforts to locate a site have been concentrated on locations that meet all applicable codes with little or no preparation and are presently underutilized so that shared rent will be an option. As such, the cost involved for renovations are minimal and easily absorbed by the rental site in exchange of rent. Presently three sites are responding to the needs of the school and are able to enter into contract. The board is working towards

assuring a lease beginning in August 2014. Other sites being looked at are in shopping centers that have spaces that are available and under leased. Such space is usually very negotiable at least for the first year or two when there is a greater need to purchase other items for the school and the funds are much more limited.

H. Explain the strategy and schedule that will be employed to secure an adequate facility.

The selection and acquisition of a proper and adequate facility is a very tedious process. As such the Academy begins to look for a site well before an application is even submitted. Since the Academy wishes to share space with an already existing facility that is underutilized, negotiations and preparations can begin to take place early on. Usually facilities that have had a school on site at some before become an easier prospect to pursue since a lot of the ordinances required by the city or locality are already in place.

The school building selected, will be ready at the time the school opens, in compliance with the State minimum fire codes pursuant to section 633.025, applicable state minimum building codes pursuant to chapter 553 and section 423 and state uniform building codes for public educational facilities as well as South Florida building code as adopted by School Board as well as meet the requirements of the fire, traffic engineering and health codes. The Academy will obtain a traffic flow plan for pedestrians and vehicles as required and meet any other criteria as established by the School Board or local ordinances and will seek the necessary permits as required by local regulations.

The selected site will be prepared to meet the codes in place as it pertains to local ordinances, school board directives as well as state mandates and a certificate of occupancy will be in place before the beginning of school or as the sponsor mandates.

I. Describe the back-up facilities plan.

Since more than one location for shared space is available, the academy feels confident that they will be able to select from these choices successfully. Should however, a shopping strip mall be the selected site, then every effort will be made to ready this type of site in the time necessary to open the school since this type of site requires more time to accomplish the necessary accommodations.

J. Describe the plan and methods the school will employ to comply with Florida's constitutional class size requirements.

The largest cost in the budget is the payroll, This amount fluctuates with the number of students but is a fixed expenditure because it the school is open there will be payroll. In accounting rules, the fixed costs are the first costs that are covered since they are ever present regardless of the variable expenses. Another manner in which payroll becomes a fixed expense and therefore a priority is that no school can run without the means to an end, for without teachers the school could not be open and without them the Mission, Vision and Goals of the school could not be achieved. Students can share books, computers, and other equipment, but the work that teachers perform is unique and totally necessary. The constitutional class size requirement allows for the best of student to teacher ratio that will lead to better opportunities for the student and a manageable number for teachers to handle adequately.

The Academy believes that the greatest effort to provide quality education begins with adequate class size. Research follows that children learn best when confronted with a reduced class size. The Academy is prepared to maintain a 1:18, 1:20, and 1:22 ratio as required by law for the grades served. The individualized instruction in the tutoring component of the school day when children work on their own prescription will average a smaller ratio at contact time. For future years, if the ratio fluctuates the Academy will address that expense as a priority in the budget. See budget for total number of teachers to students.

15. Transportation Service

A. Describe the school's plan for transportation, including any plans for contracting services. Your plan should discuss, to the greatest extent possible, the issues relevant to the school's transportation plans.

In conjunction with the School Board, the Academy will plan the transportation of the charter school's students consistent with the District and state requirements. Those parents who live within the service area who wish transportation for their children will be eligible to receive transportation.

In keeping with section 228.056, FS the school will ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school. The plan is for the academy to provide free transportation to students living between a two and four mile radius of the school. The School will be working with the School Board and/or private providers to determine the most economical program for the school. Children living outside the four mile radius and those living inside the two mile zone will be offered alternative methods of transportation that may include a sliding scale system of payment, parent-provided transportation pools, as well as private transportation providers.

Since the intent of the school is to be open from 6 a.m. through 6 p.m. to accommodate students from working families and single parent homes and to provide an atmosphere where most learning can take place, the Academy does not wish to place a student in a situation where he/she will have to be on long bus rides to and from school. In addition, bus schedules restrict students from participating in after school tutoring and activities to enhance his/her quality of life. The school prefers parents provide equitable transportation pools that will limit the time children spend in travel to and from school. Parents participating in such services will receive credit towards their volunteer hours.

While the academy is exploring the possibility of engaging in the purchase of an adequate number of buses to meet the transportation needs of its students, it will, very likely contract for transportation services for eligible students during the first year of operation. Funding for such transportation is in the budget.

16. Food Service

A. Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program.

The Academy will contract with a private provider to prepare school breakfast and lunch meals at an offsite location and then transport these meals to the academy. The academy will provide appropriate food service equipment including warming ovens, hand wash sinks, triple sinks (for equipment & utensil washing), and refrigeration to store food once it has been delivered to the school site and prior to serving students. All food handlers will be required to complete Food Handling Training as mandated by the Department of Health and the Florida Department of Education.

Vendors will be selected by an open, competitive bid process as prescribed by the US Department of Agriculture and the Florida Department of Education. An RFP announcement will be advertised in the local paper at least 30 days prior to the distribution of bid specifications. Interested vendors will be invited to request a bid specification packet. Vendors will have an equal period of time to respond to the bid of not less than thirty days. A committee will review the submitted bids as prescribed by DOE's bidding procedures and vendors will be ranked according to experience, price, etc. Vendors will be required to submit evidence of Florida Department of Education approval as a food service vendor for the National School Lunch Program and not have experienced any serious health violations resulting from Health Department Inspection for the six month period prior to submitting a bid. The winning bidder will be so notified and asked to execute a Food Service Agreement with the Board. If that vendor

refrains from continuing the process then the Board will move to the next bidder per the ranking established by the Committee. After an Agreement has been executed between the Board and the Vendor all remaining vendors will be informed of the Committee's decision.

 The Academy will provide free and reduced meals to eligible students and will adhere to all regulations set by the National School Lunch Program and local overseeing agencies.

17. Budget

A. Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances. The budget should be based on the projected student enrollment indicated on the cover page of the application.

Worksheets projecting annual revenues are attached in Appendix A. The worksheets detail revenue from the Florida Education Finance Program. Also incorporated is a projected budget indicating the projected revenues for the first five years of operation. Following the revenues are the anticipated expenses for the operation of the academy.

The revenues include FTE projected funds for 300 students (our targeted amount) for the first year, additional revenues from the state. The amount from the Planning and Implementation Grant has been left out on purpose until and if it is becomes a secured amount. Excluded are funds that we project will be cleared from fund raising activities and for other possible sources for the same reasons.

It is important to note that a 5% reserve from income moneys has been set aside in the budget already for possible fees that may be attached to income. An additional 2% of the revenues received have been allocated to a reserve fund in the budget as affirmation of funds designated for emergency purposes.

 The Academy is affirming that the school shall comply with applicable sponsor policy, procedures, and internal deadlines for grant programs in which the sponsor is a fiscal agent or partner for grant programs as well a meet all requirements of the School District's charter school policy and any amendments thereto (Policy 2.28).

B. Provide a start-up budget (i.e., from the date on which the application is approved to the beginning of the first fiscal year of operation) that contains a balance sheet revenue projections, expenses and anticipated fund balance.

In order to be able to meet all the requirements that are expected of a first year school, the budget must be strictly maintained and innovative means to pay bills and make purchases have to be employed because on the first day of school parents, students, teachers and staff, as well as the district expect to see a fully furnished, fully equipped, fully prepared school.

The budget projections presented in Appendix A, include expenses associated with the purchase of books, computers, furniture, supplies and equipment that will be necessary for the first day of school but is not matched by revenues during that same time. The gap created by lack of funding to the need to purchase items and pay bills becomes a grave opportunity to be creative. Expenses need to be minimized or prorated to match how funding is received. Below are some of the ways that creativity can happen:

- A major portion of the budget is reserved for rent. Rental agreements can be negotiated so that smaller amounts of payments can be made initially and incrementing as the year progresses. This can be done through shared rent for institutions that have the space and welcome the added income a charter can supply. Even rental of malls or isolated shopping strips that have been vacant for a period of time, also welcomes the long term leasing agreement with a charter even if the income is diminished at the beginning and builds up towards the end of the year or term of the lease.
- A large portion of the budget is designated for books. Textbooks from book depositories are available free of charge or purchased for little cost. This allows children to have readily available books in printed form for extra reading or to provide non-fiction reading and academic vocabulary.
- Another large portion of the budget is reserved for equipment and supplies. Untapped resources from governments, private businesses and non-profit organizations that are replacing their own equipment donate their outdated equipment to other organizations. These computers, that are still useable, become an avenue in which at least the lower grades can become acquainted with computer equipment. As money becomes available to purchase top-of-the line tablets and smart boards this equipment is put to other use.
- Area schools replacing their student chairs, desks and tables allow other schools to use their still usable equipment. This is an untapped resource as area schools have discarded still useable desks and chairs. The use of this equipment will alleviate first year limited funds to be used for more urgent needs in the classroom.

Charter Schools need, therefore, to be creative in the ways purchases are made and prioritizing the types of purchases that must be made in order for the students to have books, computers and materials with which to work with as funding is made available. To this end sometimes used books,

equipment and supplies may be used **initially** allowing the moneys received to be utilized for the best possible purchasing possibilities. Below are some of the means that have been used successfully by other first year schools.

Although purchases can be made through credit or loans, whenever and however a school can be creative and parsimonious, the financial status of the school is preserved and anchored on prudent purchases only. By using "Zero Based" budgeting, you begin with the premise that there is limited income and only that which is necessary and justifiable can be spent. Items purchased or paid under this system are scrutinized and other options are explored before expenditures are approved. This allows for creativity and provides other manners to obtain what is needed either through donations or delayed payments. By prioritizing expenditures without compromising safety and wellbeing, spending is kept at a minimum.

The start-up budget works under this same principle. If there is some money to spend, then priority is given to those items that must be spent with as much creativity as possible. Just as if there is some fundraising that takes place prior to opening the school or donations are made to the school fund, then those funds should be used first to allow for more funding to be available for needed salaries, rent, school supplies, and equipment for when the school opens. Any available moneys available after these expenses will be used for marketing purposes to recruit students.

The founding board absorbs any inconsequential expenses that may arise in order to place the Academy on the path to open the school. Such expenses may include copying handouts, application materials, and transportation expenses associated with these types of recruiting efforts. Larger expenses such as producing banners, brochures and other types of professional advertising media will be paid by fund-raising activities.

Appendix A includes a start-up budget that reflects these limited activities.

C. Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating and start-up budget are based.

The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.

Once the application is approved, members of the founding board will work collaboratively with the goal of opening the Academy and will include the following:

- Work collaboratively with the community to receive donations and contributions to the Academy. In this manner, efforts will be employed to reach out to the community to not only make monetary contributions but to receive donation of equipment and supplies that can be used by the students and substantially reduce the cost

associated with purchasing those same items. Examples of these are computers, printers, black boards, furniture items, and other teaching aids.

- Participate in fund-raising activities that will provide revenue such as car washes, food fairs, and spaghetti plates for open houses – **INCOME PRODUCING** - goal to meet expenses associated with recruitment. **COST** – for the food that will be prepared and sold (average income is 2.75 of the cost of materials needed).
- Work with leasor to set up open houses, community gatherings, fairs and other on site activities – **MINIMAL EXPENSES** for beverages, fun activities for the children such as bouncing houses, balloons, and sacs for races, balls, and jump-ropes. Items purchased will be used on other fairs and activities.
- Set up tables to disseminate information about the academy at shopping centers and in front of stores. **COST** (about $2,500) for the handouts that will be copied and for preparing the brochures that will be given out as well as the banners that will be produced as a backdrop to the tables. Largest portion of the budget for the cost associated with these professional marketing tools
- Utilize the media funds to target hard to reach students. In this category printed media and/or radio may be used to recruit the widest range of students possible.

The Academy is aware that revenues will normally begin once the school is in operation and receives the FTE funds and maintains there will be no unnecessary spending before the school opens. Only the items such as books, equipment and supplies will be purchased to allow the students to have an adequate learning environment beginning the first day of school. The money for these items will come from FTE funds specifically allowed for these purchases. The Academy recognizes that there will not be sufficient funds to purchase all the equipment, supplies and books needed so it expects that there will be a need to purchase some items on credit or delayed payment plans. The Academy will make every attempt to pay items purchased on credit as soon as the funds become available.

The operating funds, we expect will be available as dispensed by the district for operating the Academy. These funds are for FTEs and do not include the dissemination of any grants or other funding sources that we may expect to be approved or granted.

The Academy will seek funding from the Charter Schools Start-up Grant, Title I, IDEA, and any other moneys that we qualify to receive. The priority spending will be to set up a state of the arts, 21st Century technology with computers and smart boards in every classroom as well as tablets for every child.

D. Explain the school's spending priorities.

The Academy is dedicated to providing for the needs of the students that will be enrolled in the academy. We feel it is a priority to have available from the first day of class, books, supplies and equipment that will help make their education a success. As the funding becomes available, any loans made to provide these items for the children will be paid as well as liquidating outstanding credit debts that were used to purchase these items.

Once school begins and the FTE funding is received, the priorities for payments will be as follows:
- Payroll
- Utilities
- Rent
- Food – until application for free and reduced lunch is approved
- Transportation
- Equipping the classroom
- Other expenses

Maintaining a good payment history is the goal of the Academy while staying in the black. The Academy will maintain transparent in how it handles its finances reporting to the district and the Board on a timely manner and having all records of expenses available to the public for scrutiny as permitted by the district.

E. Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.

The Academy projects no monthly expenses prior to the beginning of the school fiscal year. It is negotiating so that there will be shared rental on the property beginning in August 2014, and since it is shared space there will be no utility deposits required since expenses will not be evident until the location uses more utilities at which time our portion of the utilities will be paid. School telephone service for the academy will be introduced as soon as is necessary to provide any tie-ins with the district for the purpose of enrolling students and other necessary connections. Since the amount needed to pay for this service is minute, the Academy will be able to cover this cost through fundraising activities that will be in place as recruiting meetings are carried locally to introduce the school to the community. A cash fund will be maintained by board members for the minimal expenses that may arise prior to the school opening. Additionally, books, equipment, and supplies already donated to the school will serve to augment the purchases that will be made as funding becomes available.

The budget for the first year of operations and subsequent years (5 years) is included in Appendix A with a monthly budget directly following. This budget includes items that are anticipated to be necessary to run the school. In the last column, a brief legend is included to make the description clearer. In order to make more funds available for general expenditures that are needed initially (i.e. equipment and supplies) the Academy will provide the following remedies.

- Seek a rental agreement with a prorated scale system of payment with less rent paid in the initial months and culminating into higher payments as the year progresses. An example of this is a rental agreement to begin paying 75% of the monthly amount for three months and ending with 125% for the last three months to cover the disparity of payments of the beginning of the year. This can add $6,000.00 to the spending capacity at the beginning of the year.
- Teacher salaries will be paid on a 12 month calendar allowing over $10,000.00 to be made available each month at the beginning of the year vs. similar costs over a 10 month period. This will also permit teachers to get paid throughout the year and not spend several weeks during the summer without pay.
- Make smaller purchases as needed at the beginning of the year and postpone purchases such as materials and supplies after the first two months freeing up money for salaries, needed purchases and rent. Total that will be saved and at least initially could be as much as $2,000.00 per month.
- Expenditures for legal fees, major cleaning and audit may not be necessary until well into the school year, adding another $3600.00 to be available at the beginning of the year. These amounts will be spent as appropriate later on in the year.
- Maintaining in-house Professional Development within the Academy for the first three months will utilize the skills the teachers and administrators bring into the Academy tapping into innumerable resources and assets without initially having to spend money for this category.
- Total postponement of costs for the first two to three months may clear $45,000.00 that could be used for purchasing computers, software, and textbooks for the students without incurring debts and additional interest charged for credit purchases.

F. Describe the school's fundraising plan. Report on the current status of any fundraising efforts, including verification of any fundraising monies reported in the school's start-up or operating budgets

No fundraising efforts have yet been initiated. Presently, the founding group, together with some community leaders, is discussing the possibilities of doing introductions to the community by having fairs, spaghetti nights,

Saturday babysitting sessions, etc. These are only being discussed as possibilities at this time. Efforts to start fundraising will begin in earnest once the application has been approved. Any funds received from these activities will go towards the school funds to purchase the items students will need when school opens. Inventories of donations to the Academy will be initiated once the school is approved and reporting to the district begins in earnest. These projections are incorporated into the start-up budget plans.

Once the school opens, official fundraising will begin in earnest. It will include a "green" component that will tie in with the green initiative of the Academy and the global sustainability studies in the curriculum incorporated during the school day. Part of the curriculum includes learning about plants and trees and the need to protect our planet. One of the projects stemming out of these studies is that of hands-on growing plants from seed, and without pesticides. The students will be able to sell what they grow, gain respect for organic fruits and vegetables and tie it in with the health component by learning of the nutritional value of the food they grow. The children will learn about using alternative sources to fuel their homes and cars and learn early on how to be stewards of their environment.

Fundraising efforts for the sale of organically grown fruits, vegetables and plants during the school year can add substantial revenue to the Academy. We project that the first year it can add $20,000 – $30,000 for the on-going green initiative to make the school "green".

18. Financial Management and Oversight

A. Describe who will manage the school's finances and how the school will ensure financial resources are properly managed.

The Academy recognizes that the governing board has the primary responsibility of overseeing spending and ensuring that the principal/director will maintain transparency practices while making many spending choices during the Academy's day-to-day operations. Based on spending projections and following set policies and procedures being developed in finances and limits in spending, we expect that correct spending priorities will be followed to maintain sound financial management of available resources.

Until a qualified administrator becomes part of the Academy staff, the principal/director oversees the planning, finances, staffing and general operations of the school.

The Board will request bids for services from a reputable, qualified and experienced Financial Services firms for payroll processing, employee

benefits, bank record reconciliation, monthly & quarterly reports, Sponsor & DOE reporting, insurance requirements, maintaining tangible assets inventory, pre-audit preparation, and financial management. It will seek the services of a qualified auditor to audit annual financial report as outlined in State Statute which must be submitted to the School District at the deadline stipulated by the District.

B. Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances.

The school will, at a minimum, have the following financial controls in place in order to safeguard finances, prepare for annual audit, and promote transparency:

- Only one operating bank account will be maintained by the school for the purposes of receiving funds and purchasing goods and services to run the school. All revenue will be deposited to the bank account as quickly as possible from the time received.
- Printed, pre-numbered receipts will be issued for all cash received.
- All disbursements will be made by check (except for minor petty cash disbursements). Printed, pre-numbered checks will be used and voided checks will be maintained to complete the number sequence.
- Disbursements of a minor nature will be accommodated by the use of a Petty Cash fund.
- The Principal, or his/her designate, will authorize all expenditures prior to any commitment being made regarding any school funds.
- Two of three signing officers will be required on all checks (as required by the District)
- No checks will be pre-signed.
- All invoices will be reviewed and initiated for approval before a check for disbursement is made.
- All school liabilities will be paid promptly.
- All school related fundraising activities must be approved in advance by the Principal.
- All funds associated with school related activities will be administered through authorized person at the school office.
- All outside groups with a relationship to the school (PTA, Boosters, etc.) will conduct their activities in such a way as to be clearly distinguished from school sponsored programs and/or activities.
- State sales tax shall be collected and reported when applicable.
- School financial records, including files for receipts, invoices, bank statements and cancelled checks will be kept up-to-date and fully accessible at all times and stored in fire proof enclosure.
- Transfers to/from the school savings account may only be made by the signing officers.

- All investments will be void of risk. All interest will be reported as receipts of revenue and as a result become a part of school funds.
- Bank reconciliations will be done monthly, and a printed copy will be reviewed and initialed by the Principal or designated person, and a copy kept on file.
- A Balance Sheet and Income Statement will be prepared monthly, a printed copy reviewed and initialed by the Principal, and a copy kept on file.
- Financial reports for all special interest groups (i.e., Yearbook, Student Government, etc.) will be prepared on a monthly or quarterly basis as determined by activity and distributed to the appropriate group advisor for review.
- Under no circumstances are school funds to be used for personal benefit or gain of administration or staff.
- Any deficit financial position must be reported to the governing board, the sponsor and the department of education as stipulated as in District's Board Policy.
- Monthly all receipts from revenues received, items purchased or bills paid will be accumulated and maintained in an "Audit File" to make the audit process at the end of the year easier to accomplish.

C. Describe the method by which accounting records will be maintained.

In order to provide financial information that is comparable to that reported for other public schools, the academy will maintain all financial records in an accounting system that is in accord with the accounts and codes prescribed in the most recent issue of the publication titled, Financial and Program Cost Accounting and Reporting for Florida Schools" (Redbook), pursuant to § 1002.33(9) (l) of the Charter School Law. Thus, the school's accounting will be consistent with accounting conducted for Florida school districts and will contain a uniform chart of accounts for budgeting and financial reporting. The uniform chart of accounts addresses topics that include governmental accounting standards, program cost accounting and reporting. As directed by statute, the Governing Board will be responsible to oversee the annual reporting required by the district.

The charter school will utilize accepted state codification of accounts pursuant to the Financial and Program Cost Accounting and Reporting for Florida Schools in all transactions pertaining to its operations.

The school will make available monthly bank reconciliations and quarterly financials (both balance sheets and income statements) which will include a statement of revenues and expenditures prepared in accordance with generally accepted accounting principles.

Additionally, annually audited financial reports, including a complete set of financial statements and notes prepared in accordance with generally accepted accounting principles, will be forwarded to the school board for inclusion into these financial statements. Such statements will be formatted by revenue source and expenditures and detailed by function and object number. The School will comply with all financial reports that the sponsor requires.

Adequate procedures will be in place in order to:

- Ensure that all applicable state and federal tax laws are followed and the acquisition of exemption numbers is in place.
- Ensure that the dispersion of funds, such as vendor payments, and school bills, follows strict accounting guidelines through a system of checks and balances. See Appendix X for Business/Finance Principles.
- Provide safeguards for contingency funds are in a secure account or as required by the sponsor.
- Utilize accounting practices that are approved by the sponsor.
- Ensure that the maintenance of records for the purposes of enumerating F.T.E. data meets the approval of the sponsor
- Ensure that all records are available for inspection by appropriate agencies or departments.
- Ensure that proper personnel are informed and/or trained on systems and procedures to run the different aspects of the school program according to the requirements in place by the sponsor.

D. Describe how the school will store student and financial records.

The school will maintain student and financial records on the school site consistent with Chapter 119, Florida Statutes. Student records will be secured in a rated fire proof cabinet and access to those records will only be by appropriate personnel. IEPs will be stored separately in a fireproof cabinet. Financial records including personnel files will be maintained and kept for those periods required by law.

E. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance and directors and officers liability coverage.

The school will comply with all requirements specified by the Sponsor and applicable state statutes regarding insurance and liability coverage that will be in place as required by contract prior to the beginning of school. These include:

- Errors and Omissions Insurance
- Officers and Directors Liability Insurance
- Fidelity Bonds
- Commercial General Liability Insurance
- Automobile Liability Insurance
- Employees Liability Insurance
- Property Insurance

Where applicable, the School Board will be named as an additional insured. The school will carry the necessary worker's compensation insurance and unemployment compensation insurance.

The insurance company selected that will be providing coverage will have a rating of "A" or better and financial size category of "VI" or better. All amounts will be in compliance to the Sponsor's required amounts for each type of coverage at the time the contract is written.

19. Action Plan

A. Present a timetable for the school's start-up.

The following is based on the initial recommendation for charter approval to be made by October 15 in order for the proposed school to develop on the following implementation timetable:

Date	Action	Responsibility of:
August 1, 2013	Application due	Founding Board
October 2013	Meeting to handle pressing matters that arise	Founding Board
Dec. 2013	School Board votes	BCSB
January 2014	Gov. Board is selected	Founding Board
January 2014	Principal is on board	Gov. Board
January 2014	Facility selection	Gov. Board/Principal
Beg-Feb. 2014	Facility Preparation	Gov. Board/Principal
Feb. 2014	Marketing plan Initiated	Gov. Board
February 2014	Contract Negotiations	Gov. Board
Feb. 2014	Sample textbooks Ordered	Principal
Feb 2014	Teacher/Student Recruitment begins after final approval	Gov. Board/Principal
April 2014	First period to accept student applications	Gov. Board/Principal
May/June 2014	Teachers hired	Principal
May/June 2014	Books and Supplies Ordered	Principal
June 2014	Finalizing Curriculum	Principal/Curriculum

		Specialist
July 2014	Two Week teacher In-Service Training	Principal/Trainers

The Board is fully confident that this timetable can be met, and every effort will be made to open August 2014.

Appendix A

- 5 year Budget
- Monthly Budget
- Start-up Budget
- Calculation Sheets

Table of Contents

REVENUE

STATE & LOCAL FEFP FUNDING	Factors # Students	2014-2015 300	2015-2016 450	2016-2017 600	2017-2018 750	2018-2019 1000
K-3 basic funding		125	200	250	300	410
ESE K-3		20	30	40	50	66
4-8 basic		82	110	164	217	257
ESE 4-8		13	20	26	33	44
ESOL		60	90	120	150	200
WFTE		211.72	211.72	211.72	211.72	211.72
WFTE Factor						
Base FEFP Fund. k-3	3,752.30	469,038	750,460	938,075	1,125,690	1,538,443
Base FEFP Ex. Fund.(k-3)	3,752.30	75,046	112,569	150,092	187,615	247,652
Base FEFP fund 4-8	3,752.30	307,689	412,753	615,377	814,249	964,341
Base FEFP Ex. Fund.(4-8)	3,752.30	48,780	75,046	97,560	123,826	165,101
BASE FEFP ESOL	3,752.30	225,138	337,707	450,276	562,845	750,460
TOTAL FEFP:		1,125,690	1,688,535	2,251,380	2,814,225	3,665,997
Other FEFP Fund.						
Discret.Comp Allocation						
ESE Guaranteed Allocation		36,591	55,480	73,182	92,071	122,056
Instructional Materials		23,146	34,739	46,311	57,884	77,172
Sup. Academic Inst. Alloc.		61,800	92,500	123,600	154,500	206,000
Discretionary Lottery Local		114,592	172,448	229,243	285,939	382,726
Teacher Salary Allocation		54,780	82,452	109,607	136,716	182,992
Class Reduction		390,956	593,914	781,911	969,908	1,307,736
Discretionary Millage						
Student transportation (Basic)	TBD					
Student trans. (Excep. Student)	TBD	0				
Food Service Allocation	TBD	0				
Total Estimated Revenue		1,807,555	2,720,068	3,615,234	4,511,243	5,944,679
Multiplied by 95%		1,717,177	2,584,065	3,434,472	4,285,681	5,647,445
FEDERAL GRANTS/FUNDS/PROJEC						
Title I	TBD					
IDEA	TBD	0	0			
Charter School Start-Up Grant						
CAPITAL OUTLAY FUNDING SOURC						
Charter School Capital Outlay						
Charter School Capital Outlay (4-8)						
Charter School Capital Outlay (9-12)						
OTHER FUND SOURCES						
Fund Raising Activities/Grants						
TOTALS:		1,717,177	2,584,065	3,434,472	4,285,681	5,647,445

code

CLASSROOM INSTRUCTION (5000)

Code	Description							Notes
100	Salaries - Classroom Teacher		510,000	828,000	1,140,000	1,596,000	2,200,000	range 34-44K
100	Salaries - Teacher ESE and ESOL		75,000	80,000	127,500	176,000	184,000	range 37-46K
100	Salaries - Teacher Aide		78,400	123,200	168,000	212,800	280,000	range 10-14/hr
	Total Classroom Instruction		663,400	1,031,200	1,435,500	1,984,800	2,664,000	
210	Benefits - Retirement		54,465	84,662	117,855	162,952	218,714	retirement.0821
220	Benefits - Social Security		50,750	78,887	109,816	151,837	203,796	0.0765 of sal
230	Benefits - Insurance		43,200	64,800	86,400	109,800	142,200	cont. $1800/yr
240	Benefits- Workers Comp. Ins.		8,093	12,581	17,513	24,215	32,501	.0122 of salary
250	Benefits - Federal & FL UC		5,040	7,560	10,080	12,810	16,590	210
310	Professional Services - speech		2,250	3,375	4,500	6,750	9,000	rate of $45/hr
310	Professional Services - occup.		2,250	3,375	4,500	6,750	9,000	rate of $45/hr
350	Computer Repairs		27,000	40,500	54,000	67,500	90,000	rate of $90/hr
510	Materials & Supplies		6,000	9,000	12,000	15,000	20,000	$20/student
520	Textbooks		60,000	30,000	30,000	30,000	50,000	$200/student
641-642	mdia Furniture, Fixtures, & Equip.		7,500	4,000	4,000	4,000	4,000	$25/ new stud
643-644	Computer Hardware		75,000	37,500	37,500	37,500	62,500	$250/student
690	Capitalized Software		45,000	22,500	22,500	22,500	37,500	$150/student
750	Substitute Teachers		6,000	3,750	6,000	10,875	6,000	5 days/teacher
	Total Instruction		1,055,949	1,433,689	1,952,163	2,647,289	3,565,801	

INSTRUCTIONAL SUPPORT SERVICES

Code	Description							Notes
100	Salaries - Guidance Councelors							
100	Salaries - Nurse							
100	Salaries - Health Assistant							
	Total Pupil Personnel Staff							
210	Benefits - Retirement							retirement.0821
220	Benefits - Social Security							0.0765 of sal
230	Benefits - Insurance							cont. $1800/yr
240	Benefits- Workers Comp. Ins.							.0122 of salary
250	Benefits - Federal & FL UC							210
310	Professional Services - Counseling		35,000	37,000	39,000	40,000	40,000	
310	Professional Services - Health					40,000	42,000	
	Total Pupil Personnel Services		35,000	37,000	39,000	80,000	82,000	

MEDIA SERVICES (6200)

Code	Description							Notes
100	Salaries - Media Specialist		15,000	30,000	30,150	30,301	30,452	pt/ - f/t
100	Salaries - Library Aide							
	Total Media Personnel			30,000	30,150	30,301	30,452	
210	Benefits - Retirement			2,463	2,475	2,488	2,500	retirement.0821
220	Benefits - Social Security			2,295	2,306	2,318	2,330	0.0765 of sal
230	Benefits - Insurance			1,800	1,800	1,800	1,800	cont. $1800/yr
240	Benefits- Workers Comp. Ins.			600	603	606	609	.0122 of salary
250	Benefits - Federal & FL UC			210	210	210	210	210
610	Library Books			25,000	52,500	52,500	52,500	projections
620	Audio-Visual Materials			25,000	40,000	25,000	25,000	projections
	Total Media Services			87,368	130,045	115,222	115,401	

CURRICULUM DEVELOPMENT (6300)

Code	Item								Note
100	Salaries - Curriculum Specialist			36,000	39,000	41,000	44,000	48,000	
210	Benefits - Retirement			2,956	3,202	3,366	3,612	3,941	retirement.0821
220	Benefits - Social Security			2,754	2,984	3,137	3,366	3,672	0.0765 of sal
230	Benefits - Insurance			1,800	1,800	1,800	1,800	1,800	cont. $1800/yr
240	Benefits- Workers Comp. Ins.			720	780	820	880	960	.0122 of salary
250	Benefits - Federal & FL UC			210	210	210	210	210	210
310	Professional Services Consultant								
	Total Curriculum Development			44,440	47,975	50,333	53,868	58,583	
	STAFF DEVELOPMENT (6400)								
100	Workshop Stipends			10,000	10,000	10,000	10,000	10,000	variable
220	Social Security								
310	Professional Services Consultant				40,000	45,000	50,000	55,000	variable
330	Travel Workshop			4,500	4,500	4,500	5,000	5,000	variable
	Total Staff Development			14,500	54,500	59,500	65,000	70,000	
	GENERAL SUPPORT SERVICES								
	BOARD (7100)								
310	Professional Services Legal			10,000	10,000	10,000	10,000	10,000	variable
320	Insurance - Liabilit/Errors & Omissions			10,000	8,750	11,250	13,750	16,250	varies
	Officers and Directors			5,000	2,500	3,000	3,500	4,000	varies
310	Audit			10,000	10,000	10,000	10,000	10,000	high estimate
330	Travel (Workshop Registration Lodging)			10,000	10,000	10,000	10,000	10,000	
	Total Board			45,000	41,250	44,250	47,250	50,250	
	GENERAL ADMINISTRATION (7200)								
310	Professional Services Management				20,000	20,000	20,000	20,000	variable
730	Administrative Fee								
	Total General Administration			0	20,000	20,000	20,000	20,000	
	SCHOOL ADMINISTRATION (7300)								
100	Salaries - Principal			60,000	68,000	70,000	72,000	74,000	range 60-74K
	Sal.- Asst/Administ.				40,000	46,000	50,000	55,000	range 40-55K
	Salaries - Office Personnel			28,000	30,000	32,000	34,000	36,000	range 28-36K
	Total Office Personnel			88,000	138,000	148,000	156,000	165,000	
210	Benefits - Retirement			7,225	11,330	12,151	12,808	13,547	retirement.0821
220	Benefits - Social Security			6,732	10,557	11,322	11,934	12,623	0.0765 of sal
230	Benefits - Insurance			3,600	3,600	5,400	5,400	5,400	cont. $1800/yr
240	Benefits- Workers Comp. Ins.			1,074	1,684	1,806	1,903	2,013	.0122 of salary
250	Benefits - Federal & FL UC			420	420	630	630	630	210
310	Professional Services Consultant								
360	Lease Copy Machine			12,000	12,000	12,000	12,000	12,000	$1000/mo.
370	Postage			5,000	5,000	5,000	5,000	5,000	projections
390	Printing			10,000	10,000	10,000	10,000	10,000	projections
510	Office Supplies			4,000	8,000	10,000	12,000	14,000	projections
641-642	Office Equipment			10,000	5,000	5,000	10,000	10,000	variable
643-644	Computer Equipment			5,000	5,000	2,000	5,000	10,000	variable
	Total School Administration			153,050	210,590	223,308	242,675	260,212	
	FACILITIES ACQUISITION & CONST.								
350	Repairs and Maintenance			3,000	6,000	9,000	9,000	9,000	projection
360	Building Lease			84,000	108,000	144,000	168,000	192,000	projection
630	Building and Fixed Equipment					200,000	200000	200,000	projection
660	Land								projection
670	Improvements other than Building				10,000	15,000	20,000	200,000	projection
680	Remodeling and Renovations						25,000	100,000	projection

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510	Supplies		10,000	10,000	10,000	10,000	10,000	projections
641-642	Equipment		2,000	2,000	2,000	2,000	2,000	variable
	Total Operation of Plant		62,925	68,550	74,550	81,550	86,550	
	MAINTENANCE OF PLANT (8100							
350	Repairs and Maintenance		10,000	25,000	45,000	55,000	40,000	projections
510	Supplies		10,000	10,000	15,000	15,000	15,000	projections
	Total Maintenance of Plant		20,000	35,000	60,000	0	0	
	DEBT SERVICE (9200)							
710	Redemption of Principal							
720	Interest Expense							
	Total Debt Servies							
	RESERVE FUND		35,000	17,000	17,000	17,000	27,000	
	TOTAL BUDETED EXPENDITURES		1,689,364	2,436,423	3,297,649	4,056,355	5,401,297	
	BALANCE							
	FOOD SERVICES (7600)							
100	Salaries - Luncheon Manager							
210	Benefits - Retirement							retirement.0821
220	Benefits - Social Security							0.0765 of sal
230	Benefits - Insurance							cont. $1800/yr
240	Benefits- Workers Comp. Ins.							.0122 of salary
250	Benefits - Federal & FL UC							210
510	Materials and Supplies		5,500	7,500	8,500	9,000	1,100	projections
570	Food		10,000	20,000	20,000	20,000	20,000	projections
641-642	Equipment		2,500	2,500	2,500	2,500	2,500	
750	Substitutes							
	Total Food Services		12,500	22,500	22,500	22,500	22,500	
	Balance		27,814	147,642	136,823	229,326	246,148	

	Revenue						f34
		143,041					
	Expenses						f52 - f232
	Salaries - Classroom Teacher	42,483					510,000
	Salaries - Teacher ESE and ESOL	6,248					75,000
	Salaries - Teacher Aide	6,531					78,400
	Benefits - Retirement	4,537					54,465
	Benefits - Social Security	4,227					50,750
	Benefits - Insurance	3,599					43,200
	Benefits- Workers Comp. Ins.	674					8,093
	Benefits - Federal & FL UC	420					5,040
	Professional Services - speech	187					2,250
	Professional Services - occup.	187					2,250
	Computer Repairs	2,249			2249		27,000
	Materials & Supplies	500		500			6,000
	Textbooks	4,998					60,000
	mdia Furniture, Fixtures, & Equip.	625					7,500
	Computer Hardware	6,248					75,000

Item			
Capitalized Software	3,749		45,000
Substitute Teachers	500		6,000
Professional Services - Counseling	2,916		35,000
Media Specialist	1,250		15000
Salaries - Curriculum Specialist	2,999		36,000
Benefits - Retirement	246		2,956
Benefits - Social Security	229		2,754
Benefits - Insurance	150		1,800
Benefits- Workers Comp. Ins.	60		720
Benefits - Federal & FL UC	17		210
Workshop Stipends	833	833	10,000
Travel Workshop	375	375	4,500
Professional Services Legal	833	833	10,000
Insurance - Liabilit/Errors & Omissions	833		10,000
Officers and Directors	417		5,000
Audit	833	833	10,000
Travel (Workshop Registration Lodging)	833		10,000
Salaries - Principal	4,998		60,000
Sal.- Asst/Administ.			
Salaries - Office Personnel	2,332		28,000
			88,000
Benefits - Retirement	602		7,225
Benefits - Social Security	561		6,732
Benefits - Insurance	300		3,600
Benefits- Workers Comp. Ins.	89		1,074
Benefits - Federal & FL UC	35		420
Lease Copy Machine	1,000		12,000
Postage	417	417	5,000
Printing	833		10,000
Office Supplies	333	333	4,000
Office Equipment	833		10,000
Computer Equipment	417		5,000
Repairs and Maintenance	250		3,000
Building Lease	7,000	2,000	84,000
Prof. Services Bookkeeper/Accountant	1,000		12,000
Bank Fees/Payroll Processing	167		2,000
Marketing	833		10,000
Prof. Serv. Contracted Transportation	8,330		100,000
Salaries - Custodian - Part-time/full-time	833		1,000
Property Insurance	833		10,000
Phone	300		3,600
Water and Sewage	344		4,125
Garbage	167		2,000
Fire Alarm Monitoring	167		2,000
Securit System Monitoring	125		1,500
Fire Inspection	42		500
Carpet Cleaning	333	333	4,000
Pest Control	100		1,200
Electricity	1,000		12,000

Supplies	833	833			10,000
Equipment	167				2,000
Repairs and Maintenance	833				10,000
Supplies	833	833			10,000
Materials and Supplies	458	458			5,500
Food	833				10,000
Equipment	208				2,500

139,519

3,522   **2,957**   **7873**   **14,352**

Start-Up Budget			
Revenues:			
Donations	3000		
Fundraising	2000		
Contributions by community	2000		7000
Expenses			
Banners		1200	
Brochures		600	
Telephone		600	
Media		3000	
Food and Beverages		850	
Promotion items		150	
Miscellaneous		600	-7000
Balance			0

Revenue Estimate Worksheet for the Learning Place Academy Charter School

Based on the First Calculation of the FEFP 2013-14

School District: Broward

1. 2013-14 FEFP State and Local Funding

Base Student Allocation $3,752.30   District Cost Differential: 1.0235

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	125.00	1.125	140.6250	$ 540,067
111 Basic K-3 with ESE Services	20.00	1.125	22.5000	$ 86,411
102 Basic 4-8	82.00	1.000	82.0000	$ 314,919
112 Basic 4-8 with ESE Services	13.00	1.000	13.0000	$ 49,926
103 Basic 9-12		1.011	0.0000	$ -
113 Basic 9-12 with ESE Services		1.011	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.558	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.558	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.558	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		5.089	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		5.089	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		5.089	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	40.00	1.145	45.8000	$ 175,894
130 ESOL *(Grade Level 4-8)*	20.00	1.145	22.9000	$ 87,947
130 ESOL *(Grade Level 9-12)*		1.145	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.011	0.0000	$ -
Totals	**300.00**		**326.8250**	**$ 1,255,164**

2. ESE Guaranteed Allocation:

	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.	20.00	PK-3	251	$ 1,058	$ 21,160
		PK-3	252	$ 3,418	$ -
		PK-3	253	$ 6,974	$ -
	13.00	4-8	251	$ 1,187	$ 15,431
		4-8	252	$ 3,546	$ -
		4-8	253	$ 7,102	$ -
		9-12	251	$ 845	$ -
		9-12	252	$ 3,204	$ -
		9-12	253	$ 6,760	$ -
Total FTE with ESE Services	**33.00**		**Total from ESE Guarantee**		**$ 36,591**

3. Supplemental Academic Instruction:

District SAI Allocation	########### ######		Per Student	
divided by district FTE	257,637.67		S 206	S 61,800
(with eligible services)				

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI   S   1,353,555

5. Class size Reduction Funds:

	Weighted FTE (From Section 1) X	DCD	X Allocation factors		
PK - 3	208.9250	1.0235	1320.15	=	282,294
4-8	117.9000	1.0235	900.48	=	108,662
9-12	0.0000	1.0235	902.65	=	0
Total *	**326.8250**		**Total Class Size Reduction Funds**	S	390,956

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed
                in (d) above: **326.8250** by district's WFTE: **280,213.62**
                to obtain school's WFTE share.   0.1166%

6B. Divide school's Unweighted FTE (UFTE) total computed
                in (b) above: **300.00** by district's UFTE: **257,637.67**
                to obtain school's UFTE share.   0.1164%

Letters Refer to Notes At Bottom:

7. Other FEFP (WFTE share)	(a)	6,135,390	x	0.1166%	$ 7,154
Applicable to all Charter Schools:					
Declining Enrollment	0				
Sparsity Supplement	0				
Program Related Requirements:					
Safe Schools	6,135,390				
Lab School Discretionary	0				
8. Discretionary Local Effort (WFTE share)	(d)	98,260,848	x	0.1166%	$ 114,572
9. Discretionary Millage Compression Allocation .748 mills (UFTE share)	(b)	0	x	0.1164%	$ -
10. Proration to Funds Available (WFTE share)	(a)	0	x	0.1166%	$ -
11. Discretionary Lottery (WFTE share)	(a)	0	x	0.1166%	$ -
12. Instructional Materials Allocation (UFTE share)	(b)	19,884,665	x	0.1164%	$ 23,146
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
13. Student Transportation	(e)				
Enter All Riders		30.00	x	############	$ 10,410
Enter ESE Student Riders		10.00	x	############	$ 13,320
14. Teacher Salary Allocation (WFTE share)	(j)	46,981,326	x	0.1166%	$ 54,780
15. Florida Teachers Lead Program Stipend					
16. Food Service Allocation	(g)				
17. Performance Pay Plan					
				Total	$ 1,967,893

18. Funding for the purpose of calculating the administrative fee for ESE Charters.   (h)
    If you have more than a 75% ESE student population please place a 1 in the following box: $ -

NOTES:

(a) District allocations multiplied by percentage from item 6A.

(b) District allocations multiplied by percentage from item 6B.

(d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.

(e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.

(f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes

(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

(i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(i), Florida Statutes.

(j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for_Learning Place Academy Charter School

Based on the First Calculation of the FEFP 2013-14

School District: Broward

1. 2013-14 FEFP State and Local Funding

Base Student Allocation $3,752.30   District Cost Differential: 1.0235

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	200.00	1.125	225.0000	$ 864,108
111 Basic K-3 with ESE Services	30.00	1.125	33.7500	$ 129,616
102 Basic 4-8	110.00	1.000	110.0000	$ 422,453
112 Basic 4-8 with ESE Services	20.00	1.000	20.0000	$ 76,810
103 Basic 9-12		1.011	0.0000	$ -
113 Basic 9-12 with ESE Services		1.011	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.558	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.558	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.558	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		5.089	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		5.089	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		5.089	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	60.00	1.145	68.7000	$ 263,841
130 ESOL *(Grade Level 4-8)*	30.00	1.145	34.3500	$ 131,920
130 ESOL *(Grade Level 9-12)*		1.145	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.011	0.0000	$ -
Totals	**450.00**		**491.8000**	**$ 1,888,748**

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.

	FTE	Grade Level	Matrix Level	Guarantee Per Student	
	30.00	PK-3	251	$ 1,058	$ 31,740
		PK-3	252	$ 3,418	$ -
		PK-3	253	$ 6,974	$ -
	20.00	4-8	251	$ 1,187	$ 23,740
		4-8	252	$ 3,546	$ -
		4-8	253	$ 7,102	$ -
		9-12	251	$ 845	$ -
		9-12	252	$ 3,204	$ -
		9-12	253	$ 6,760	$ -
Total FTE with ESE Services	**50.00**		**Total from ESE Guarantee**		**$ 55,480**

3. Supplemental Academic Instruction:

			Per Student	
District SAI Allocation	########### ######			
divided by district FTE	257,637.67		$ 206	$ 92,700
(with eligible services)				

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI $ 2,036,928

5. Class size Reduction Funds:

	Weighted FTE (From Section 1) X	DCD	X Allocation factors		
PK - 3	327.4500	1.0235	1320.15	=	442,442
4-8	164.3500	1.0235	900.48	=	151,472
9-12	0.0000	1.0235	902.65	=	0
Total *	**491.8000**		**Total Class Size Reduction Funds**	**$**	**593,914**

*(*Total FTE should equal total in Section 1, column (d).)*

6A. Divide school's Weighted FTE (WFTE) total computed
        in (d) above: __491.8000__ by district's WFTE: __280,213.62__
        to obtain school's WFTE share.   0.1755%

6B. Divide school's Unweighted FTE (UFTE) total computed
        in (b) above: __450.00__ by district's UFTE: __257,637.67__
        to obtain school's UFTE share.   0.1747%

Letters Refer to Notes At Bottom:

7. Other FEFP (WFTE share)	(a)	6,135,390	x	0.1755%	$	10,768

Applicable to all Charter Schools:
     Declining Enrollment   0
     Sparsity Supplement   0
Program Related Requirements:
     Safe Schools   6,135,390
     Lab School Discretionary   0

8. Discretionary Local Effort (WFTE share)	(d)	98,260,848	x	0.1755%	$	172,448
9. Discretionary Millage Compression Allocation .748 mills (UFTE share)	(b)	0	x	0.1747%	$	-
10. Proration to Funds Available (WFTE share)	(a)	0	x	0.1755%	$	-
11. Discretionary Lottery (WFTE share)	(a)	0	x	0.1755%	$	-
12. Instructional Materials Allocation (UFTE share)	(b)	19,884,665	x	0.1747%	$	34,739

Dual Enrollment Instructional Materials Allocation (See footnote i below)

13. Student Transportation   (e)

Enter All Riders	50.00	x	############	$	17,350
Enter ESE Student Riders	20.00	x	############	$	26,640

14. Teacher Salary Allocation (WFTE share)	(j)	46,981,326	x	0.1755%	$	82,452

15. Florida Teachers Lead Program Stipend

16. Food Service Allocation   (g)

17. Performance Pay Plan

                                 Total $ 2,975,239

18. Funding for the purpose of calculating the administrative fee for ESE Charters.   (h)
        If you have more than a 75% ESE student population please place a 1 in the following box: $ -

NOTES:

(a) District allocations multiplied by percentage from item 6A.

(b) District allocations multiplied by percentage from item 6B.

(d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.

(e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.

(f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes

(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

(i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(i), Florida Statutes.

(j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for the Learning Place Academy_Charter School

Based on the First Calculation of the FEFP 2013-14

School District: Broward

1. 2013-14 FEFP State and Local Funding

Base Student Allocation $3,752.30   District Cost Differential: 1.0235

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)		2013-14 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	250.00	1.125	281.2500	S	1,080,135
111 Basic K-3 with ESE Services	40.00	1.125	45.0000	S	172,822
102 Basic 4-8	164.00	1.000	164.0000	S	629,839
112 Basic 4-8 with ESE Services	26.00	1.000	26.0000	S	99,852
103 Basic 9-12		1.011	0.0000	S	-
113 Basic 9-12 with ESE Services		1.011	0.0000	S	-
254 ESE Level 4 *(Grade Level PK-3)*		3.558	0.0000	S	-
254 ESE Level 4 *(Grade Level 4-8)*		3.558	0.0000	S	-
254 ESE Level 4 *(Grade Level 9-12)*		3.558	0.0000	S	-
255 ESE Level 5 *(Grade Level PK-3)*		5.089	0.0000	S	-
255 ESE Level 5 *(Grade Level 4-8)*		5.089	0.0000	S	-
255 ESE Level 5 *(Grade Level 9-12)*		5.089	0.0000	S	-
130 ESOL *(Grade Level PK-3)*	80.00	1.145	91.6000	S	351,788
130 ESOL *(Grade Level 4-8)*	40.00	1.145	45.8000	S	175,894
130 ESOL *(Grade Level 9-12)*		1.145	0.0000	S	-
300 Career Education *(Grades 9-12)*		1.011	0.0000	S	-
Totals	**600.00**		**653.6500**	**S**	**2,510,330**

2. ESE Guaranteed Allocation:

	FTE	Grade Level	Matrix Level	Guarantee Per Student		
	40.00	PK-3	251	S	1,058	S	42,320
Additional Funding from the ESE Guaranteed Allocation. Enter the		PK-3	252	S	3,418	S	-
FTE from 111,112, & 113 by		PK-3	253	S	6,974	S	-
grade and matrix level. Students	26.00	4-8	251	S	1,187	S	30,862
who do not have a matrix level		4-8	252	S	3,546	S	-
should be considered 251. This		4-8	253	S	7,102	S	-
total should equal all FTE from		9-12	251	S	845	S	-
programs 111, 112 & 113 above.		9-12	252	S	3,204	S	-
		9-12	253	S	6,760	S	-
Total FTE with ESE Services	**66.00**		**Total from ESE Guarantee**		**S**	**73,182**

3. Supplemental Academic Instruction:

				Per Student	
District SAI Allocation	############	######			
divided by district FTE	257,637.67		S	206	S 123,600
(with eligible services)					

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI   S   2,707,112

5. Class size Reduction Funds:

	Weighted FTE (From Section 1) X	DCD	X Allocation factors		
PK - 3	417.8500	1.0235	1320.15	=	564,588
4-8	235.8000	1.0235	900.48	=	217,323
9-12	0.0000	1.0235	902.65	=	0
Total *	**653.6500**		**Total Class Size Reduction Funds**	**S**	**781,911**

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed
         in (d) above: **653.6500**   by district's WFTE: **280,213.62**
         to obtain school's WFTE share.   **0.2333%**

6B. Divide school's Unweighted FTE (UFTE) total computed
         in (b) above: **600.00**   by district's UFTE: **257,637.67**
         to obtain school's UFTE share.   **0.2329%**

Letters Refer to Notes At Bottom:

7. Other FEFP (WFTE share)	(a)	6,135,390	x	0.2333% $	14,314

Applicable to all Charter Schools:
     Declining Enrollment   0
     Sparsity Supplement   0
Program Related Requirements:
     Safe Schools   6,135,390
     Lab School Discretionary   0

8. Discretionary Local Effort (WFTE share)	(d)	98,260,848	x	0.2333% $	229,243
9. Discretionary Millage Compression Allocation .748 mills (UFTE share)	(b)	0	x	0.2329% $	-
10. Proration to Funds Available (WFTE share)	(a)	0	x	0.2333% $	-
11. Discretionary Lottery (WFTE share)	(a)	0	x	0.2333% $	-
12. Instructional Materials Allocation (UFTE share)	(b)	19,884,665	x	0.2329% $	46,311

Dual Enrollment Instructional Materials Allocation (See footnote i below)

13. Student Transportation   (e)

Enter All Riders	60.00	x	############ $	20,820
Enter ESE Student Riders	30.00	x	############ $	39,960

14. Teacher Salary Allocation (WFTE share)	(j)	46,981,326	x	0.2333% $	109,607

15. Florida Teachers Lead Program Stipend

16. Food Service Allocation   (g)

17. Performance Pay Plan

                                                 Total $ **3,949,278**

18. Funding for the purpose of calculating the administrative fee for ESE Charters.   (h)
     If you have more than a 75% ESE student population please place a 1 in the following box: $ -

NOTES:

(a) District allocations multiplied by percentage from item 6A.

(b) District allocations multiplied by percentage from item 6B.

(d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.

(e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.

(f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes

(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

(i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(l)(i), Florida Statutes.

(j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for_the Learning Place Academy_Charter School

Based on the First Calculation of the FEFP 2013-14

School District: Broward

1. 2013-14 FEFP State and Local Funding

Base Student Allocation $3,752.30 District Cost Differential: 1.0235

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	300.00	1.125	337.5000	$ 1,296,162
111 Basic K-3 with ESE Services	50.00	1.125	56.2500	$ 216,027
102 Basic 4-8	217.00	1.000	217.0000	$ 833,384
112 Basic 4-8 with ESE Services	33.00	1.000	33.0000	$ 126,736
103 Basic 9-12		1.011	0.0000	$ -
113 Basic 9-12 with ESE Services		1.011	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.558	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.558	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.558	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		5.089	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		5.089	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		5.089	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	100.00	1.145	114.5000	$ 439,735
130 ESOL *(Grade Level 4-8)*	50.00	1.145	57.2500	$ 219,867
130 ESOL *(Grade Level 9-12)*		1.145	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.011	0.0000	$ -
Totals	**750.00**		**815.5000**	**$ 3,131,911**

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.

	FTE	Grade Level	Matrix Level	Guarantee Per Student	
	50.00	PK-3	251	$ 1,058	$ 52,900
		PK-3	252	$ 3,418	$ -
		PK-3	253	$ 6,974	$ -
	33.00	4-8	251	$ 1,187	$ 39,171
		4-8	252	$ 3,546	$ -
		4-8	253	$ 7,102	$ -
		9-12	251	$ 845	$ -
		9-12	252	$ 3,204	$ -
		9-12	253	$ 6,760	$ -
Total FTE with ESE Services	**83.00**		**Total from ESE Guarantee**		**$ 92,071**

3. Supplemental Academic Instruction:

District SAI Allocation	########### ######		Per Student	
divided by district FTE *(with eligible services)*	257,637.67		$ 206	$ 154,500

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI $ 3,378,482

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors		
PK - 3	508.2500		1.0235	1320.15	=	686,734
4-8	307.2500		1.0235	900.48	=	283,174
9-12	0.0000		1.0235	902.65	=	0
Total *	**815.5000**			**Total Class Size Reduction Funds $**		**969,908**

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed
           in (d) above: **815.5000** by district's WFTE: **280,213.62**
           to obtain school's WFTE share.   0.2910%

6B. Divide school's Unweighted FTE (UFTE) total computed
           in (b) above: **750.00** by district's UFTE: **257,637.67**
           to obtain school's UFTE share.   0.2911%

Letters Refer to Notes At Bottom:

7. Other FEFP (WFTE share)		(a)	6,135,390	x	0.2910%	$ 17,854
Applicable to all Charter Schools:						
Declining Enrollment	0					
Sparsity Supplement	0					
Program Related Requirements:						
Safe Schools	6,135,390					
Lab School Discretionary	0					
8. Discretionary Local Effort (WFTE share)		(d)	98,260,848	x	0.2910%	$ 285,939
9. Discretionary Millage Compression Allocation						
.748 mills (UFTE share)		(b)	0	x	0.2911%	$ -
10. Proration to Funds Available (WFTE share)		(a)	0	x	0.2910%	$ -
11. Discretionary Lottery (WFTE share)		(a)	0	x	0.2910%	$ -
12. Instructional Materials Allocation (UFTE share)		(b)	19,884,665	x	0.2911%	$ 57,884
Dual Enrollment Instructional Materials Allocation (See footnote i below)						
13. Student Transportation		(e)				
Enter All Riders			75.00	x	############	$ 26,025
Enter ESE Student Riders			40.00	x	############	$ 53,280
14. Teacher Salary Allocation (WFTE share)		(j)	46,981,326	x	0.2910%	$ 136,716
15. Florida Teachers Lead Program Stipend						
16. Food Service Allocation		(g)				
17. Performance Pay Plan						
					Total	$ 4,926,088

18. Funding for the purpose of calculating the administrative fee for ESE Charters.   **(h)**
      If you have more than a 75% ESE student population please place a 1 in the following box: $ -

NOTES:

(a) District allocations multiplied by percentage from item 6A.

(b) District allocations multiplied by percentage from item 6B.

(d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.

(e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.

(f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes

(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

(i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(i), Florida Statutes.

(j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for the Learning Place Academy_Charter School

Based on the First Calculation of the FEFP 2013-14

School District: Broward

1. 2013-14 FEFP State and Local Funding

Base Student Allocation $3,752.30   District Cost Differential: 1.0235

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	410.00	1.125	461.2500	$ 1,771,421
111 Basic K-3 with ESE Services	66.00	1.125	74.2500	$ 285,156
102 Basic 4-8	257.00	1.000	257.0000	$ 987,003
112 Basic 4-8 with ESE Services	44.00	1.000	44.0000	$ 168,981
103 Basic 9-12	3.00	1.011	3.0330	$ 11,648
113 Basic 9-12 with ESE Services		1.011	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.558	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.558	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.558	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		5.089	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		5.089	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		5.089	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	146.00	1.145	167.1700	$ 642,013
130 ESOL *(Grade Level 4-8)*	74.00	1.145	84.7300	$ 325,404
130 ESOL *(Grade Level 9-12)*		1.145	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.011	0.0000	$ -
Totals	**1000.00**		**1091.4330**	**$ 4,191,626**

2. ESE Guaranteed Allocation:

	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.	66.00	PK-3	251	$ 1,058	$ 69,828
		PK-3	252	$ 3,418	$ -
		PK-3	253	$ 6,974	$ -
	44.00	4-8	251	$ 1,187	$ 52,228
		4-8	252	$ 3,546	$ -
		4-8	253	$ 7,102	$ -
		9-12	251	$ 845	$ -
		9-12	252	$ 3,204	$ -
		9-12	253	$ 6,760	$ -
Total FTE with ESE Services	**110.00**	**Total from ESE Guarantee**			**$ 122,056**

3. Supplemental Academic Instruction:

				Per Student	
District SAI Allocation	########### ######				
divided by district FTE	257,637.67		$ 206	$ 206,000
(with eligible services)				

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI $ 4,519,682

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors		
PK - 3	702.6700		1.0235	1320.15	=	949,429
4-8	385.7300		1.0235	900.48	=	355,505
9-12	3.0330		1.0235	902.65	=	2,802
Total *	**1091.4330**			**Total Class Size Reduction Funds**	$	1,307,736

*(*Total FTE should equal total in Section 1, column (d).)*

6A. Divide school's Weighted FTE (WFTE) total computed
        in (d) above: **1,091.4330**   by district's WFTE: 280,213.62
        to obtain school's WFTE share.   0.3895%

6B. Divide school's Unweighted FTE (UFTE) total computed
        in (b) above: **1,000.00**   by district's UFTE: 257,637.67
        to obtain school's UFTE share.   0.3881%

Letters Refer to Notes At Bottom:

7. Other FEFP (WFTE share)	(a)	6,135,390	x	0.3895%	S 23,897

Applicable to all Charter Schools:
    Declining Enrollment   0
    Sparsity Supplement   0
Program Related Requirements:
    Safe Schools   6,135,390
    Lab School Discretionary   0

8. Discretionary Local Effort (WFTE share)	(d)	98,260,848	x	0.3895%	S 382,726
9. Discretionary Millage Compression Allocation .748 mills (UFTE share)	(b)	0	x	0.3881%	S -
10. Proration to Funds Available (WFTE share)	(a)	0	x	0.3895%	S -
11. Discretionary Lottery (WFTE share)	(a)	0	x	0.3895%	S -
12. Instructional Materials Allocation (UFTE share)	(b)	19,884,665	x	0.3881%	S 77,172

Dual Enrollment Instructional Materials Allocation (See footnote i below)

13. Student Transportation	(e)				
Enter All Riders		100.00	x	###########	S 34,700
Enter ESE Student Riders		50.00	x	###########	S 66,600
14. Teacher Salary Allocation (WFTE share)	(j)	46,981,326	x	0.3895%	S 182,992
15. Florida Teachers Lead Program Stipend					
16. Food Service Allocation	(g)				
17. Performance Pay Plan					

                                                         Total S 6,595,505

18. Funding for the purpose of calculating the administrative fee for ESE Charters.   (h)
    If you have more than a 75% ESE student population please place a 1 in the following box: S   -

NOTES:

(a) District allocations multiplied by percentage from item 6A.

(b) District allocations multiplied by percentage from item 6B.

(d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.

(e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.

(f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes

(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

(i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(i), Florida Statutes.

(j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Appendix B
Curriculum

- Individualized Instruction
- Career Exploration
- Green Segment
- Classroom Schedule

Table of Contents

Individualized Instruction Component

The Individualized Instruction Component is a tutoring segment added to the school day. It is built on the premise that the most effective way for students to learn is through an individualized plan with a small teacher to student ratio. This plan requires:
- A more direct method of assessing, student needs
- Incorporating those needs into an individualized plan
- Following the plan on a small teacher to student ratio
- Allow for changes as needed during instruction
- Provide time for student to teacher interaction and questions
- Provide formative and substantive assessments to measure knowledge
- Allow for revisions to program to incorporate new skills
- Monitor the plan for continuous improvement
- Make changes as needed

During this segment, the learning dynamics change from that of a regular classroom. This style of teaching and learning induces:
- Greater participation by the student
- Learning to be personal
- The student to be challenged directly rather than as part of a group
- Continuous participation on student in the learning process rather than sporadically
- The teacher to be in tune with the student
- Less wasted time on materials already learned and more on new learning

- More direct learning
- More effective time for the student to feel a sense of accomplishment leading to greater self esteem

Personal Improvement Plan (PIP)

The Personalized Improvement Plan will be set up for every student. It is modeled after national tutoring centers which begin with a rigorous assessment system. Assessments will include formative and summative assessments. Initially they are used to identify the base point of every student. They include such research-based assessments as:

- Recognized Standardized tests which are known to show reliability and validity, (**reliability of a test** refers to stability of measurement over time; **validity of a test** is the extent to which it measures what it is supposed to measure. The external validity of a test refers to how well it can be generalized to others in the population for which it was developed).
- Reading tests that will measure phonemic awareness (PA), phonics (decoding), fluency, vocabulary, and comprehension strategies.
- Speech and Language tests – oral and written
- Auditory tests
- Vision test
- Problem solving and drawing inference tests
- Reading comprehension and SRA WPM rates.
- Math knowledge, computation skills, word problems

Based on results, a prescription is drawn up individually to identify the starting point of that individual student's reading level, reading rate, error rate, fluency, math skills and general knowledge. The gaps in education are identified, and a rigorous intervention program is prepared that will deal with deficiencies in the most efficient and long lasting manner.

A typical language prescription will make room for the acquisition of comprehension skills (1-3 are addressed at a time from a total of 9 in the Specific Skills Series), reading rate, and phonics. Reading comprehension is tested with every lesson in the program providing for a continuum of achieving greater levels of comprehension. As skills are acquired, other skills are incorporated into the program until they become automatic in the student to extract from the reading. Results are immediate and the student has time to ask questions, correct mistakes and become confident of the learning that has taken place. These skills are then transferred into reading exercises and tested together in reading comprehension exercises that can also checks the reading rate. These lessons are done at the student's comfort level to reduce stress. As students own these skills, other components are added to the program such as writing, test taking and study skills with a continuous process of assessing, planning, implementing and evaluating new skills.

Assessing Needs

Evaluating

Planning

Implementing

3
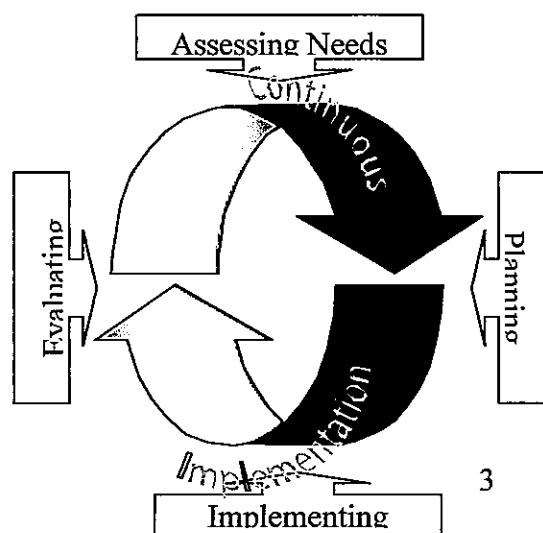
The program is continuously monitored through assessments, redirecting goals and improving academic skills. The program is based on the continuous improvement model with the following components:

- Assess needs
- Plan for intervention
- Implement plan
- Evaluate outcomes
- Celebrate Success

The spiral is continuous in nature so that improvement is **always** the goal.

When students attain grade level goals, then the plan shifts into advanced goals, always with the ultimate goal of getting the student - college and career ready.

Because of the nature of the program that is individualized and incorporates on-time rigorous intervention, with targeted goals, the student feels the full impact of student centered learning. The aim of this program is to bring success to all students regardless of their starting point but striving for high academic achievement not only in reading and math skills but to filter into other subjects such as science and history. With improved academic skills absenteeism rates decrease, behavior issues subside and cooperation and collaboration of students increase reducing bullying and school violence issues.

To round off the individualized program has a reporting factor where parents are kept abreast of their children's progress, and allows for parental involvement in making decisions about their child's program and prepares them to carry out effective family engagement strategies. See parent's journal in Appendix Y. This program can boast of giving every student a fair chance to succeed.

Upon successful completion of each prescribed unit, the student is rewarded with a certificate, ribbon, or sticker. The purpose is to celebrate achievements, provide a visual remembrance of what has been accomplished and denote advancement to another level (see student portfolio and bulletin boards at home).

Career Exploration

We will introduce the students into the career readiness through a curriculum where they will choose a career, get paid for their services in township money, pay bills, taxes and learn to maintain a budget.
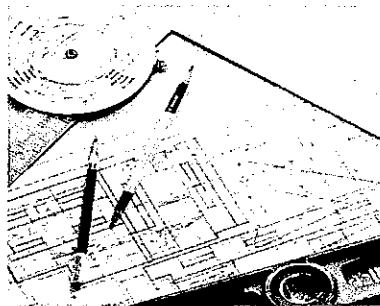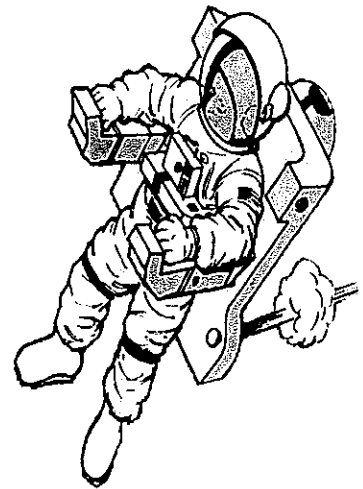
Career Segment

Career segment is the section of the curriculum that deals with the introduction of careers to the students. The purpose of this segment is to provide information and hands on experience to the students in various careers so that linkages of the careers could be made to the curriculum and to the subject matter. During this segment students will:

- Learn about different careers and corresponding responsibilities
- Participate in job functions for each career
- Learn about the finances of each career (i.e. pay scale)
- Select a career to play act, get paid for it and simulate maintaining a bank account

Career Exploration and Selection - My top 5

Occupation	Career Salary Range	Job Availability and Outlook

6 Career Paths 16 Career Clusters

Health Science

Advertising
Technology
Communication

Human Services
Hospitality and Tourism
Government /Public
Administration
Law and Public Safety

Information
Technology
Marketing
Business
Management
Finance

Health Services — Health Path

Arts and Communication

Human Services — Helping Hand

Essential Knowledge & Skills

Business Management and Technology

Industrial Engineering Technology

Natural Resources — Agriculture

Transportation
Science Technology
Manufacturing
Architecture

Agriculture, Food &
Natural Resources

Curriculum – to be introduced as part of Social Science nonfiction reading, carried over to math for the financial aspects and into the career exploration segment of Social Science making connections between the subjects.

Students will be introduced to the career clusters – through the six career paths.
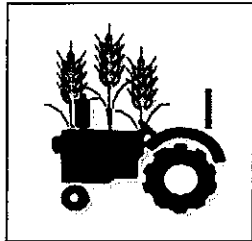
Agriculture, Food & Natural Resources

Agriculture, food and natural resources - will fully be explored in the Green Segment so they can make connections with the work they are performing to grow plants, fruits and vegetables while maintaining stewardship over the planet.

Industrial Engineering Technology – taught making connections to Math and Science

Architecture & Construction	Science, Technology, Engineering & Math	Manufacturing	Transportation Distribution & Logistics
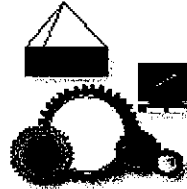
Human Services – taught as a career path group – making linkages throughout the curriculum
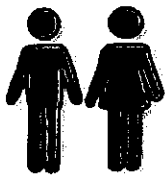
Human Services	Hospitality & Tourism	Education $ Training	Law & Public Safety	Government & Public Administration
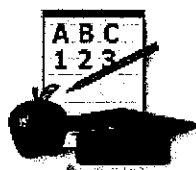
7

Health Services – taught as a career path group with linkages throughout curriculum

Arts and Communication –taught with linkages to language arts and art

Arts, Audio/Video
Technology &
Communications

Business Management and Technology - taught with linkages to computer technology and business /finance of "green" fundraising
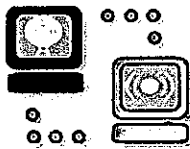
| Information Technology | Marketing, Sales & Service | Finance | Business, Management & Administration |

Learning about careers is done through age appropriate:
- Exploration through career videos
- Activities such as career exploration surveys
- Cool Career Links — Exploring the world of work will reveal numerous careers you might like to investigate.
- Download Coloring Pages
- Q & A individuals with appropriate professional careers
- Play – Act careers
- Conform to career appropriate behavior
- Maintain business hours during career segment of Social Studies classes
- Maintain journal of expenses pertinent to the career, a bank account, and pay appropriate taxes
- Get paid in Sunshine Dollars
- Use company check to pay business related expenses.

Sample Journal to maintain records of expenses

yr.	date	description	debit	credit	balance

Sample of Checks to be used by students in paying bills and making business purchases:

Date: _____022
Name: _____
Amount:_____ previous_____
            minus_____
            balance_____

22
ST
date_____
To:_____ Amount:_____
_____ Dollars
Bank of Sunshine Township
For:_____   _____
"022" ·#4444322002 ·# 334312100034"

Date: _____023
Name: _____
Amount:_____ previous_____
            minus_____
            balance_____

023
ST
date_____
To:_____ Amount:_____
_____ Dollars
Bank of Sunshine Township
For:_____   _____
"023" ·#4444322002 ·# 334312100034"

Date: _____024
Name: _____
Amount:_____ previous_____
            minus_____
            balance_____

0024
ST
date_____
To:_____ Amount:_____
_____ Dollars
Bank of Sunshine Township
For:_____   _____
"024" ·#4444322002 ·# 334312100034"

9

Sample of Career Exploration Curriculum

Big Idea 7: CD 7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals.						
Concept	*GLE – Grade K*	*GLE - Grade 1*	*GLE - Grade 2*	*GLE - Grade 3*	*GLE - Grade 4*	*GLE - Grade 5*
A. Integratio n of Self-knowledge into Life and Career Plans	a. Identify likes and dislikes at home and school.	a. Identify strengths and interests at home and school.	a. Identify new activities and interests to explore	a. Identify and apply the steps to setting short-term and long-term, personal, and educational goals.	a. Compare interests and strengths with those of workers in the local community.	a. Compare interests and strengths with those of workers in the global community
B. Adaptatio ns to World of Work Changes	Identify workers in the school and in families related to the six (6) career paths.	Identify workers in the local community related to the six (6) career paths	Identify the academic skills necessary for workers in the six (6) career paths.	Compare and contrast academic skills required of workers in the six (6) career paths.	Identify school and community resources available to explore the six (6) career paths.	Describe occupational changes that have occurred over time within the six (6) career paths.
C. Respect for All Work a.	Recognize that all work is important.	Explain the importance of jobs and workers in the community.	Explain the importance of jobs and workers in the community.	Recognize the contribution s made by all workers to the school and community.	Recognize the contributio ns of all jobs to the community.	Describe the self-satisfaction that comes from completing a work responsibility .
Big Idea 8: CD 8 Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.						
A. Career Decision Making	Identify roles & responsibiliti es of family members in the world of work.	Identify and compare roles and responsibiliti es of workers within the school.	Identify and compare roles and responsibiliti es of workers within the community.	Explain what workers do and need to know in various careers.	Relate current student learning to each of the six (6) career paths.	Compare and contrast the roles & responsibiliti es of workers within the six (6) career paths.

B. Education and Career Requirements	a. Identify the skills family members use in their work.	a. Identify the skills needed by workers in the school.	a. Identify the skills needed by workers in the community.	a. Gather information regarding training and education for a variety of careers.	a. Outline the training and educational requirements for a variety of careers.	a. Compare and contrast the training and educational requirements for a variety of careers
Big Idea 9: CD 9 Applying Employment Readiness Skills And The Skills For On-The-Job Success.						
A. Personal Skills for Job Success	Identify personal and ethical skills needed to work cooperatively with others in a group at school.	Identify and develop personal, ethical, and work habit skills needed for school success.	Identify personal, ethical, and work habit skills needed for workers in the community	Compare personal, ethical, and work habit skills needed for school success with those of workers in the community.	Demonstrate personal and ethical skills needed to work with diverse groups of people.	Apply personal, ethical, and work habit skills needed for success in any school or work environment.
B. Job Seeking Skills	Identify helper jobs that are available in the classroom.	Understand how helper jobs are assigned in the classroom.	Identify and apply the steps to obtain helper jobs within the classroom.	Identify and apply the steps to obtain helper jobs within the school.	Identify the components of a portfolio.	Identify the skills needed to develop a portfolio.

"Green" Segment

Green Initiative - guard the natural world around them as participants and citizens of the planet. Proposes are:
- To instill the student with a commitment to the environment by making responsible choices and embracing the green initiative.
- Cultivate the benefits of a sustainability practices and support green living.

Green School Themes:
- **Green Learning Environments:** The Green Learning Environments theme includes efforts that green the school facilities, or school grounds by addressing the three pillars of sustainability (economic, environmental and social) while integrating learning into each one. Efforts may include projects that promote healthy learning environments (indoors and out), enhance or restore school grounds, or reduce waste and promote resource use efficiency.
- **Exemplary Programs in Curriculum and Teaching:** The Exemplary Programs in Curriculum and Teaching theme addresses systematic efforts to use the local environment or environmental topics to enhance the curriculum in any subject. This theme also

12

includes efforts that enhance a teacher's capacity to integrate green school instructional materials into the curriculum, make use of green school facilities, improve their knowledge of green schools, or improve their delivery of green school lessons/activities throughout the different subject areas including health and wellness.

- **Service Learning:** The Service Learning theme emphasizes efforts that integrate service and learning with a special emphasis on local environmental service projects that strengthen relationships between the school and the community and foster a sense of stewardship.
- **Policy and Partnerships:** The Policy and Partnerships theme focuses on successful policies that establish a broader foundation for green Schools and/or partnerships that engage private sector, universities, government agencies or non-profit groups in support of green School efforts.
- **Recycling:** The recycling theme revolves around efforts to promote, enhance, sustain and increase recycling efforts of all types of materials in school or at home.

Green Learning Environments – Projects

- Creating healthy learning environments (indoors and out),
- Enhance or restore school grounds,
- Reduce waste and promote resource use efficiency

Exemplary Programs in Curriculum and Teaching:

- improve their knowledge of green schools,
- Improve their delivery of green school lessons/activities

Service Learning:

- Participate in local environmental service projects through growing own organic plants, fruits, v and vegetables
- Involve the community in supporting green school efforts

Policy and Partnerships:

- Create partnerships between the Academy the private sector, universities, government agencies or non-profit groups in support of green School efforts.
- Participate in activities in the community that supports the green initiative

Recycling:

- Practice efforts that promotes, enhances, sustains and increases recycling
- Promote innovative ways to practice sustainability and stewardship

Academy Fundraising Activities

Tied in with Science and specifically Ecology, the Academy will begin a schoolwide activity project to grow organic plants, fruits and vegetables and promote green products.
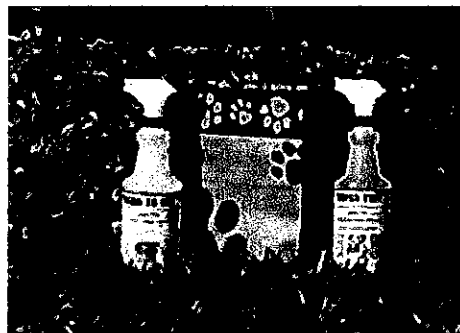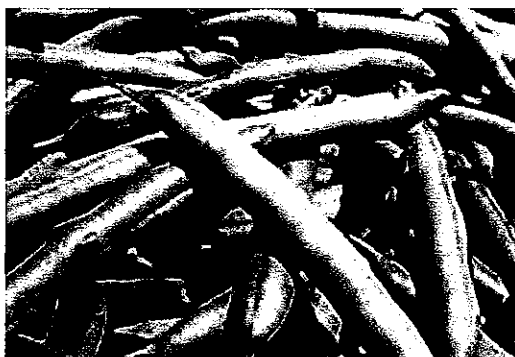
Sample Schedule

Period	Monday	Tuesday	Wednesday	Thursday	Friday
8:10-8:55	LA	LA	LA	LA	LA
8:55-9:40	LA	LA	LA	LA	LA
9:40-10:25	Math	Math	Math	Math	Math
10:25-10:50	Spanish/ESOL	Spanish/ESOL	Spanish/ESOL	Spanish/ESOL	Spanish/ESOL
10:50-11:15	Spanish/ESOL	Spanish/ESOL	Spanish/ESOL	Spanish/ESOL	Spanish/ESOL
11:25-11:40	Lunch	Lunch	Lunch	Lunch	Lunch
11:40-12:25	Music/Dance	Art/Play	Music/Dance	Art/Play	Music/Dance
12:25-1:10	Science	Science	Science	Science	Science
1:10-1:55	Green/Ind. Ins.	Green/Ind. Ins.	Green/Ind. Ins.	Green/Ind. Ins.	Green/Ind. Ins.
1:55-2:45	PE	SS/Careers	PE	SS/Careers	PE

Appendix C

- Articles of Incorporation
- Founding profiles
- Job Descriptions
- By-laws
- Governance Structure
- Parent Contract

Table of Contents

Electronic Articles of Incorporation
For

THE LEARNING PLACE ACADEMY CHARTER SCHOOLS INC.

The undersigned incorporator, for the purpose of forming a Florida not-for-profit corporation, hereby adopts the following Articles of Incorporation:

Article I
The name of the corporation is:

THE LEARNING PLACE ACADEMY CHARTER SCHOOLS INC.

Article II
The principal place of business address:

18062 S.W.144 CT.
MIAMI, FL. 33177

The mailing address of the corporation is:

18062 S.W.144 CT.
MIAMI, FL. 33177

Article III
The specific purpose for which this corporation is organized is:

THE PURPOSE OF THIS CORPORATION IS TO OPEN PUBLIC CHARTER
SCHOOLS

Article IV
The manner in which directors are elected or appointed is:

AS PROVIDED FOR IN THE BYLAWS.

Article V
The name and Florida street address of the registered agent is:

NERY PEREZ
18062 S.W. 144 CT.
MIAMI, FL. 33177

Profile for Founding Member – Nereida Perez

Ms. Perez is retired from the health care field where she was in charge of several laboratories. She has remained active in volunteer work with children and brings to the organization a love for education.

She has experience working in boards and has been trained by aboard certified trainer.

Profile of Founding Member – Edilma Florez

Ms. Florez has 15 years experience with High School Students working with both Special Needs and ESOL students. She has extensive experience directing learning labs in the south Florida area where she has been instrumental in creating and maintaining learning centers for individualized education.

She has prior experience working with charter schools and has been Board Chair in the past. She is familiar with budgeting for the school and the reporting process and is board trained by certified trainer.

Profile for Founding Member – Maria Arce

Ms. Arce is a Florida entrepreneur in the field of transportation. She has managed several businesses in the past and is presently co-owner of two car lots with a vast inventory of trucks, semis, SUVs and cars.

Ms. Arce's knowledge of business policies and practices is extensive and also has experience with charter schools and has been a board member in the past as well as board trained by a certified trainer.

Profile for Founding Member – Jorge Perez

Mr. Perez is also in the field of business. He has done extensive traveling to North, South America, Africa and Europe, is now semi- retired and brings a global perspective of ecology to the academy.

Since most of his experience is in business accounts and budgets he could be very useful in keeping school spending in check. Has been board trained by a certified trainer.

Profile for Founding Member – Porfirio Rodriguez

Mr. Rodriguez is a retired airlines maintenance man. He recently moved from Chicago where he worked for over 30 years in the airlines industry. He has been heavily active in school matters and sports.

He wishes to work as a volunteer with children and sports.

Profile for Founding Member – Raul Ureña

Mr. Ureña is a heavy equipment mechanic specializing is trucks and buses. He has been a mechanic for over 15 years and is now a supervisor of a large crew of men.

He is able to provide guidance in the transportation arena and provide expert advice on the maintenance of buses.

Profile for Founding Member – Solomon Palacio

Mr. Palacio is an entrepreneur and owns his own plumbing service company. An accomplished plumber for over 20 years, he does medium contracting jobs.

He is very active in community matters and can oversee any plumbing work.

Profile for Founding Member – Miriam Restrepo

Ms. Restrepo is an accomplished entrepreneur associated with importing and exporting goods. Although she studied medicine originally she joined her husband in his business ventures and has remained in the field ever since.

She is very involved with school matters and has volunteered to work with children in after school programs that enhance academic learning.

Profile for Founding Member – Rosa Oquendo

Ms. Oquendo is a retired Mathematics teacher who has worked at the elementary, middle and high school levels. She does volunteer work with children by tutoring them in mathematics.

She wants to remain active, giving back to the community.

Profile for Founding Member – Justo Rodriguez

Mr. Rodriguez is a retired sergeant from the Marine Corps with 25 years of service. He has a Master of Science in Psychology and Counseling and is presently working in this field.

His passion is working with disadvantaged youth and wishes to provide assistance in the form of mentoring students in need.

Profile for Founding Member – Primitiva Peña

Ms. Peña has studied health science abroad, has worked with underprivileged children in the health care field. She has further degrees from her native country of El Salvador in the field of Guidance and Counseling.

She is presently working with exceptional students suffering from autism and wishes to contribute her knowledge and experience to the Academy.

PRINCIPAL
Job Description

QUALIFICATIONS:
1. Bachelor's Degree from an accredited institution, (Master's preferred).
2. Certified as School Principal or Professional School Principal preferred.
3. Three (3) years of successful teaching.

KNOWLEDGE, SKILLS, AND ABILITIES:
- Ability to prepare and manage the school's budget and allocated resources.
- Ability to read, interpret, and enforce State Board rules, Code of Ethics, School Board policies and other state and federal laws.
- Ability to effectively interview, select, and evaluate personnel.
- Ability to use public speaking skills, interaction skills and problem-solving skills.
- Ability to analyze and use data. Knowledge of current educational trends.
- Ability to maintain sensitivity to multicultural issues.
- Knowledge of child development.
- Ability to manage the student curriculum, instruction, and assessment system.

REPORTS TO: Governing Board

JOB GOAL
To provide the visionary leadership necessary to develop and implement educational programs that optimizes available human and material resources to provide successful high quality educational experiences for students in a safe and orderly environment.

SUPERVISES: Instructional, Administrative, and Support Service Personnel

PERFORMANCE RESPONSIBILITIES:
Instructional Program Management / Development
- Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the school, consistent with the State and District's goals and priorities.
- Facilitate and coordinate the development of the School Improvement Plan.
- Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance.
- Collaborate with school and District personnel to plan and implement District initiatives.
- Facilitate horizontal and vertical coordination and articulation of curriculum within the school, as well as within the feeder system.
- Lead the selection and acquisition of instructional materials and equipment.
- Lead the administration of the testing program for the school.

Personnel Action Services
- Interview and select qualified personnel to be recommended for appointment.

- Supervise, conduct annual performance appraisals, and make recommendations for appropriate employment actions.
- Facilitate the development and implementation of an effective staff development program.
- Implement and administer negotiated employee contracts at the school site.
- Assign tasks and supervise personnel in task accomplishment.
- Oversee the selection and supervision of substitute personnel.
- Supervise the induction of beginning teachers and monitor their progress.

School Operations / Delivery Systems
- Coordinate the operation, activities, and functions at the school site.
- Implement School Board policy, state statutes, and federal regulations as they pertain to the school.
- Maintain transparency while managing and supervising the school's financial resources, including the preparation and disbursement of the school's budget.
- Establish and manage student accounting and attendance procedures at the school.
- Coordinate school maintenance and facility needs and monitor progress toward meeting those needs.
- Oversee the implementation of appropriate property inventory records and ensure the security of school property.
- Participate in developing the school's strategic plan, school calendar, staffing, and manpower plan. Manage and administer school functions relating to these items.
- Oversee the school food service program at the school.
- Monitor the custodial program at the school to ensure a clean, healthy, and safe learning environment.
- Supervise transportation services at the school.
- Supervise and monitor the accurate and timely completion of data collection and reporting requirements.
- Conduct staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.
- Serve as a member of the School Leadership Team.
- Serve as official representative in District matters.

Student Support Services
- Supervise the implementation of the Code of Student Conduct and implement disciplinary procedures and policies to ensure a safe and orderly learning environment.
- Coordinate the school's student services plan and program, including oversight of guidance functions.
- Access District and community resources to meet school needs.
- Facilitate a program of family and community involvement.
- Coordinate and provide supervision for any before and / or after-school programs or activities.
- Establish procedures to be used in the event of school crisis and / or civil disobedience and provide leadership in the event of such incidents.

- Maintain visibility and accessibility on the school campus and at school-related activities and events.
- Facilitate, coordinate, and monitor the implementation of Exceptional Student Education programs and services.
- Interact with government and service agencies relative to student welfare.

Personal / Professional Employee Qualities
- Provide training opportunities and feedback to personnel at the school, develop individual professional development plans for instructional staff and self linked to student achievement, provide training opportunities, and assess the effects of training on student achievement.
- Model and maintain high standards of professional conduct.
- Participate in District management meetings and other meetings and activities as deemed necessary by the district.
- Demonstrate initiative in recognizing needs or potential for improvement and in pursuing action to address those needs.
- Communicate effectively orally and in writing.
- Keep the Governing Board informed of impending problems or events of an unusual nature.
- Use effective communication techniques with students, teachers, parents, and other stakeholders.
- Develop an effective public relations program through newsletters, conferences, participation in community activities, and / or school business partners.

Leadership
- Provide leadership and direction for all aspects of the school's operation.
- Establish and actively pursue a vision and mission for the school in collaboration with key stakeholders.
- Set high standards and expectations for self, others, and school.
- Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
- Establish procedures to monitor processes, activities and responsibilities and respond to feedback.
- Facilitate problem-solving and systems thinking by individuals and groups.
- Delegate responsibility to appropriate staff members.
- Demonstrate readiness and confidence to make or share decisions in a timely manner.
- Prioritize time and strategic initiatives to focus and increase impact as a leader.
- Define strategic direction, promote systems thinking and build a compelling and engaging picture of the future.
- Communicate with and lead employees to understand how strategies impact them.
- Create the environment that will sustain leadership and promote state, local and national initiatives.

Other

- Establish and maintain a positive collaborative relationship with students' families to increase student achievement.
- Perform other incidental tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS: Medium Work
- Exerting 50 pounds or more of force occasionally and/or 20 pounds of force regularly to move objects. In an emergency worker may be required to restrain a physically active individual as a temporary safety precaution.

TERMS OF EMPLOYMENT: 12 Months
- Salary and benefits shall be paid consistent with the School's approved compensation plan.
- Length of the work year and hours of employment shall be those established by contract.
- Extended hours beyond the regular school day may be frequently required.

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

ASSISTANT PRINCIPAL
Job Description

QUALIFICATIONS:
1. Bachelor's Degree from an accredited institution, (Master's preferred).
2. Three (3) years of successful teaching.

KNOWLEDGE, SKILLS, AND ABILITIES:
- Ability to prepare and manage the school's budget and allocated resources.
- Ability to read, interpret, and enforce State Board rules, Code of Ethics, School Board policies and other state and federal laws.
- Ability to effectively interview, select, and evaluate personnel.
- Ability to use public speaking skills, interaction skills and problem-solving skills.
- Ability to analyze and use data. Knowledge of current educational trends.
- Ability to maintain sensitivity to multicultural issues.
- Knowledge of child development.
- Ability to manage the student curriculum, instruction, and assessment system.

REPORTS TO: Principal

JOB GOAL
To be able to assist the Principal in his/her duties, provide the leadership in the absence of the Principal, develop and implement educational programs that optimize available human and material resources to provide successful high quality educational experiences for students in a safe and orderly environment.

SUPERVISES: Instructional, and Support Service Personnel as requested by Principal.

PERFORMANCE RESPONSIBILITIES:
Instructional Program Management / Development
- Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the school, consistent with the school's goals and priorities.
- Facilitate and assist in the development of the School Improvement Plan.
- Use current research, performance data, and feedback from students, teachers, parents, and community to assist in making decisions related to improvement of instruction and student performance.
- Collaborate with school and District personnel, as instructed by the Principal, to plan and implement District initiatives.
- Facilitate horizontal and vertical coordination and articulation of curriculum within the school.
- Assist in the selection and acquisition of instructional materials and equipment.
- Assist in the administration of the testing program for the school.

Personnel Action Services
- Interview and select qualified personnel to be recommended for appointment.
- Supervise, conduct annual performance appraisals, and make recommendations for appropriate employment actions.
- Facilitate the development and implementation of an effective staff development program.
- Implement and administer negotiated employee contracts at the school site.
- Assign tasks and supervise personnel in task accomplishment.
- Oversee the selection and supervision of substitute personnel.
- Supervise the induction of beginning teachers and monitor their progress.

School Operations / Delivery Systems – as instructed by Principal
- Coordinate the operation, activities, and functions at the school site.
- Implement School Board policy, state statutes, and federal regulations as they pertain to the school.
- Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget.
- Establish and manage student accounting and attendance procedures at the school.
- Coordinate school maintenance and facility needs and monitor progress toward meeting those needs.
- Oversee the implementation of appropriate property inventory records and ensure the security of school property.
- Participate in developing the School strategic plan, school calendar, staffing plan and manpower plans. Manage and administer school functions relating to these items.
- Oversee the school food service program at the school.
- Monitor the custodial program at the school to ensure a clean, healthy, and safe learning environment.
- Supervise transportation services at the school.
- Supervise and monitor the accurate and timely completion of data collection and reporting requirements.
- Conduct staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.

Student Support Services
- Supervise the implementation of the Code of Student Conduct and implement disciplinary procedures and policies to ensure a safe and orderly learning environment.
- Coordinate the school's student services plan and program, including oversight of guidance functions.
- Facilitate a program of family and community involvement.
- Coordinate and provide supervision for any before and / or after-school programs or activities.
- Establish procedures to be used in the event of school crisis and / or civil disobedience and provide leadership in the event of such incidents.
- Maintain visibility and accessibility on the school campus and at school-related activities and events.

- Facilitate, and monitor the implementation of Exceptional Student Education programs and services.
- Interact with government and service agencies relative to student welfare.

Personal / Professional Employee Qualities
- Provide training opportunities and feedback to personnel at the school, develop individual professional development plans for instructional staff and self linked to student achievement, provide training opportunities, and assess the effects of training on student achievement.
- Model and maintain high standards of professional conduct.
- Participate in District management meetings and other meetings and activities for professional development.
- Demonstrate initiative in recognizing needs or potential for improvement and in pursuing action to address those needs.
- Communicate effectively orally and in writing.
- Keep the Principal informed of impending problems or events of an unusual nature.
- Use effective communication techniques with students, teachers, parents, and other stakeholders.
- Develop an effective public relations program through newsletters, conferences, participation in community activities, and / or school business partners.

Leadership
- Provide leadership and direction for all assigned aspects of the school's operation.
- Establish and actively pursue a vision and mission for the school in collaboration with key stakeholders.
- Set high standards and expectations for self, others, and school.
- Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
- Establish procedures to monitor processes, activities and responsibilities and respond to feedback.
- Facilitate problem-solving and systems thinking by individuals and groups.
- Delegate responsibility to appropriate staff members.
- Demonstrate readiness and confidence to make or share decisions in a timely manner.
- Prioritize time and strategic initiatives to focus and increase impact as a leader.
- Define strategic direction, promote systems thinking and build a compelling and engaging picture of the future.
- Communicate with and lead employees to understand how strategies impact them.
- Create the environment that will sustain leadership and promote state, local and national initiatives.

Other
- Establish and maintain a positive collaborative relationship with students' families to increase student achievement.
- Perform other incidental tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS: Medium Work
- Exerting 50 pounds or more of force occasionally and/or 20 pounds of force regularly to move objects. In an emergency worker may be required to restrain a physically active individual as a temporary safety precaution.

TERMS OF EMPLOYMENT: 12 Months
- Salary and benefits shall be paid consistent with the School's approved compensation plan.
- Length of the work year and hours of employment shall be those established by the contract.
- Extended hours beyond the regular school day may be frequently required.

EVALUATION: Annually by Principal
Performance of this job will be evaluated in accordance with provisions of the established policy on evaluation of personnel.

ESOL (English as a Second Language) Specialist
Job Description

QUALIFICATIONS:
- Bachelor's Degree in Education, Master's preferred.
- Valid Florida Teaching certificate.
- Successful experience in communicating and collaborating with individuals and groups.
- Demonstrate ability to follow oral and written instructions and written communication in English and at least one of the languages spoken by at least 5% of the LEP population.
- Experienced with industry-standard computer applications.
- Demonstrated ability to work with diverse groups and communities.

REPORTS TO: Principal/Director, or designated Administrator

JOB GOAL: To assist the school in meeting the Districts goals.

ESSENTIAL FUNCTIONS:
- Attend, conduct, respond to requests for information, and document LEP
- Committee meetings, as requested.
- Facilitate and provide ESOL trainings and assessments.
- Assist parents with LEP committee meeting information.
- Meet regularly with ESOL personnel in school-based settings to provide follow-up and support for school and district identified best practices.
- Provide training to teachers, ESOL Educators, assistants, and administrators.
- Assist schools with Department of Education's annual monitoring of ESOL programs, FTE, and data issues.
- Update and distribute the ESOL Procedural manual.
- Provide technical assistance regarding META Consent Decree and Title III (Immigrant Entitlement).
- Conduct Parent Advisory Council and Parent Leadership Council Meetings as required by the Department of Education for compliance.
- Adheres to good safety procedures.

OTHER RESPONSIBILITIES:
- Assist with the revision of the District LEP Plan as required by the Department of Education.
- Contributes to the monthly ESOL newsletter.
- Assist the Director with state and federal reports.
- Performs related work as required. (NOTE: The omission of specific statements of duties does not exclude them from the position if the work is similar related, or a logical assignment to the position.)
-

PHYSICAL REQUIREMENTS:
Position requires light work exerting up to 20 pounds of force occasionally, and/or 10 pounds of force constantly to move objects.

TERMS OF EMPLOYMENT:
Work year is 206 days, and salary as established by contract.

ASSESSMENT:
Performance of this job will be assessed annually in accordance with provisions of the established policy on assessment of instructional personnel.

ESE Specialist
Job Description

QUALIFICATIONS:
- Bachelor's degree in Education, Master's degree preferred.
- Valid Florida Teaching Certification in ESE.
- Demonstrated proficiency in oral and written communication.
- Demonstrated ability to work with diverse groups.
- Experience with industry-standard computer applications.

REPORTS TO: - School Principal or Designated Administrator

JOB GOAL: - To provide support and assistance to school staff and parents responsible for educating students with emotional disabilities.

ESSENTIAL FUNCTIONS:
- Provide direct instructional and behavioral assistance/support to the teachers and assistants of the ESE team.
- Evaluate and report on functional behavior assessments for identified students.
- Design and implement plans for inclusion of ESE students.
- Design and implement individual behavior systems for ESE students.
- Design and/or provide staff development to teachers and/or assistants of exceptional education students related to behavioral interventions, strategies, and/or techniques.
- Attend staff and IEP team meetings and assist in designing Behavior Intervention Plans.
- Provide assistance to general education teachers regarding modifications, adaptations and instructional techniques to ensure academic and behavioral success for ESE students.
- Provide classroom observations and follow-up reports related to student behaviors.
- Design and implement daily schedules that provide instruction for social skills.
- Serve as parent/school/community liaison and ESE student advocate.

OTHER RESPONSIBILITIES:
- Attend monthly behavior specialist meetings.
- Attend staff development training relevant to ESE programs, policies, procedures and share information with respective schools.
- Provide short-term crisis management for students when their behavior is a danger to self, other students, or property.
- Performs related work as required. (NOTE: The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.
-

PHYSICAL REQUIREMENT:
- This position requires light work exerting up to 20 pounds of force occasionally, and/or 10 pounds of force constantly to move objects.
- The ability to perform physical take downs of students where behavior is uncontrolled.

TERMS OF EMPLOYMENT:
Work year is 206 days, and salary as established by contract.

ASSESSMENT:
Performance of this job will be assessed annually in accordance with provisions of the established policy on assessment of instructional personnel.

Curriculum Specialist
Job Description

QUALIFICATIONS:
- Bachelor's degree in Education, Master's degree preferred.
- Valid Florida Teaching Certification.
- Demonstrated proficiency in oral and written communication.
- Demonstrated ability to work with diverse groups.
- Experience with industry-standard computer applications.

REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES

Broad knowledge of the principles and practices of school administration and of current educational trends in curriculum and instruction; comprehensive knowledge of the methods, materials, procedures, and practices of the specialties assigned to the office; ability to establish and maintain effective working relationships with staff and citizens; ability to manage fiscal, physical, and human resources to successfully carry out the function and programs of the office; ability to communicate effectively, both orally and in writing.

REPORTS TO: - School Principal or Designated Administrator

Role: The curriculum-instructional specialist is defined as one whose primary concern is the improvement of learning opportunities through the provision of instructional leadership. The supervisor, as the instructional or program specialist, has the role of decision-maker, consultant, and specialist in advising administrators, teachers, and other professional personnel. Responsibilities include curriculum development, instruction, and staff development. The curriculum-instructional specialist serves as a member of a management team charged with the responsibility for planning, implementing, and evaluating an educational program relevant to the needs of the student population in a school and/or school system. (Information obtained from program competencies outlined for Institutions of Higher Education program evaluations.)

DEFINITION

Plans for and supervises curriculum development and implementation, and the provision of centralized instructional services; supervises and directs the work of subject coordinators, specialists, and resource teachers. C.S provides advice and counsel for teachers and principals on matters pertaining to instruction. Plans and implements staff development programs for school staffs.

TYPICAL TASKS

- Directs the planning, development, field-testing, and evaluation of curriculum;
- Manages the textbook adoption process;
- Directs the publication and provision of division-wide instructional-related staff development, including in-service training designed to support implementation of newly developed curricula;

- Contributes to the proposal and implementation of college courses to support curriculum development or program implementation;
- Supervises preparation of curricular content for instructional materials catalog;
- Supervises development of instructional guidelines, policies, regulations, and official notices;
- Interprets statutes and regulations for staff and community;
- Manages the preparation of office budget requests and monitors expenditures.

OTHER RESPONSIBILITIES:
- Attend monthly behavior specialist meetings.
- Attend staff development training relevant to ESE programs, policies, procedures and share information with respective schools.
- Provide short-term crisis management for students when their behavior is a danger to self, other students, or property.
- Performs related work as required. (NOTE: The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.
-

PHYSICAL REQUIREMENT:
- This position requires light work exerting up to 20 pounds of force occasionally, and/or 10 pounds of force constantly to move objects.
- The ability to perform physical take downs of students where behavior is uncontrolled.

TERMS OF EMPLOYMENT: 12 Months
- Salary and benefits shall be paid consistent with the School's approved compensation plan.
- Length of the work year and hours of employment shall be those established by the contract.
- Extended hours beyond the regular school day may be frequently required.

ASSESSMENT:
Performance of this job will be assessed annually in accordance with provisions of the established policy on assessment of instructional personnel.

TEACHER – JOB DESCRIPTION

QUALIFICATIONS:
1. Bachelor's degree or higher.
2. Valid Florida teacher certification covering appropriate area of responsibility.
3. Demonstrated proficiency in oral and written communication.
4. Demonstrated ability to work with diverse groups.
5. Experience with industry-standard computer applications.
6. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Principal and or Designated Administrator

JOB GOAL: To lead students toward the fulfillment of their potential for intellectual, emotional, physical and social growth in a safe and cost effective manner that supports the goals of the District.

ESSENTIAL FUNCTIONS:
- Plans individually or cooperatively a program of study that meets the individual needs, interests, diverse backgrounds and abilities of students.
- Assists in establishing department or grade level curriculum objectives and the development of the comprehensive plan for the implementation and evaluation of the objectives.
- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Guides the learning process toward the achievement of curriculum goals and, in harmony with the goals, establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to students.
- Employs instructional methods and materials that are most appropriate for meeting stated objectives.
- Assesses the accomplishments of students on a regular basis and provides progress report as required.
- Diagnoses the learning strengths and weaknesses of students on a regular basis, seeking the assistance of school specialists as deemed appropriate.
- Counsels with colleagues, students and/or parents on a regular basis.
- Assists the administration in implementing all policies and/or rules governing student life and conduct and, for the classroom, develops reasonable rules of classroom behavior and procedures and maintains order in the classroom in a fair and just manner.
- Plans and supervises purposeful assignments for support personnel and school volunteers to work cooperatively with department heads or grade level chairmen, evaluates their effectiveness.
- Uses appropriate technology in teaching and the learning process.
- Maintains accurate, complete and correct records and reports as required by law, district policy and administrative regulation.

- Provides for personal professional growth through an ongoing program of reading, workshops, seminars, conferences and/or advanced course work at institutions of higher learning.
- Attends staff meetings and serves on staff committees as deemed necessary.
- Establishes and maintains cooperative relations with others.
- Adheres to the Code of Ethics of the Education Profession in Florida and meets all school and district policy requirements.
- Supports school improvement initiatives by active participation in school activities, services and programs.
- Recognizes overt indicators of student distress or abuse and takes appropriate action based on school procedures and law.
- Establish appropriate testing environment and test security.

OTHER RESPONSIBILITIES:
- Performs related work as required. (NOTE: The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

PHYSICAL REQUIREMENT:
This position requires light work exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:
Work year is 206 days, and salary as established by contract.

ASSESSMENT:
Performance of this job will be assessed annually in accordance with provisions of the established policy on assessment of instructional personnel.

MEDIA SPECIALISTS – JOB DESCRIPTION

QUALIFICATIONS:
1. Bachelor's degree or higher.
2. Demonstrated proficiency in oral and written communication.
3. Demonstrated ability to work with diverse groups.
4. Experience with industry-standard computer applications.
5. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Principal and or Designated Administrator

JOB GOAL: The library media specialist provides a library media program that supports the curriculum by providing resources and training so that both students and teachers become independent users of information.

ESSENTIAL FUNCTIONS:

- Plan with teachers as cooperative partners to integrate curriculum content with resource use and information literacy skills.
- Consult with students and staff regarding their needs and interests in relation to the selection and utilization of materials and equipment.
- Provide library media center resources that will meet the informational, research, educational, and recreational needs of users.
- Provide for the organization, circulation, and maintenance of resources.
- Implement policies for effective use of technology through the organization of facilities and equipment, staff assistance, and as the facilitator of the technology committee.
- Use direct, formal instruction and indirect, informal instruction to teach specific skills needed for use of the library media center and technology with students and staff.
- Coordinate information retrieval for students and staff through print, audiovisual, and electronic sources.
- Promote literacy and the enjoyment of reading, viewing, and listening.
- Consult with the principal, assistant principal, and faculty members to formulate and implement a mission, philosophy, goals, and objectives for the library media program.
- Participate as an active member of the School Improvement Team.
- Participate in the development of a long range technology plan for the school.
- Analyze curriculum changes and advances in technology to meet the instructional needs of students.
- Serve as technology liaison for the school.
- Promote the library media center through public relations.

- Maintain an inventory of books, computers, equipment, audiovisual materials, and computer software.
- Manage various financial accounts.
- Prepare reports for the county and state.

OTHER RESPONSIBILITIES:
- Performs related work as required. (NOTE: The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

PHYSICAL REQUIREMENT:
This position requires light work exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:
Work year is 206 days, and salary as established by contract.

ASSESSMENT:
Performance of this job will be assessed annually in accordance with provisions of the established policy on assessment of ancillary personnel.

Bylaws of
The Learning Place Academy

Article I – Name

The name of this corporation is The Learning Place Academy Charter School Inc. as provided in the Articles of Incorporation. The corporation shall have the right to register copyright or trademark the name in the State of Florida.

Article II – Educational Purpose

Section 1
The Corporation is established as a not for profit corporation for the purposes of establishing public charter schools in accordance with the laws of the State of Florida. The Corporation shall not directly or indirectly perform any act or transact any business that will jeopardize its status as a public school in the State of Florida or to jeopardize any tax-exempt status of a corporation under Section 501(c) (3) of the Internal Revenue Code and its regulations as any of those laws and regulations may exist or may hereafter be amended. No part of the assets or net earnings of the Corporation, current or accumulated shall insure to benefit any private individual except for any and all contracts that may be entered into with any individuals as provided and afforded by theses Bylaws and appropriate resolutions of the corporate governing boards.

Section 2
The Corporation shall operate charter schools in the State of Florida pursuant to Chapter 228.056 F.S. The Corporation shall provide a learning environment where the children will acquire the necessary academic and social skills to become productive members of society and life-long learners.

Section 3
The Learning Place Academy practices a policy of nondiscrimination in employment and admissions without regard to sex, sexual orientation, age, race, color, non-disqualifying handicap, religion, creed, nationality, or ethnic origin.

Article III – Board of Directors

Section 1
The Board of Directors shall consists of not less than five or more than 7 directors. Two of these seats will non-voting and reserved for parents of students enrolled in the school. Should a member of the board resign or abandon the position after three absences from regular meetings a new or interim member shall be elected or appointed as provided for in Section 2 of Article III.
Section 2
Normal election of new members to fill expected vacancies of board members who complete their term of office will occur at the Annual Meeting of the board set for such purposes as

24

maintaining the set number of directors. Vacancies of directors not completing their terms of office will occur within four weeks of the proclaimed vacancy.

The newly elected individual(s) must meet all requirements and stipulations of any other director in the board in order to be eligible to complete the term(s) of office of the director they are replacing. Interim appointed directors shall remain on the board only until a new member is elected. The interim member may choose to be considered for permanent status when the election for the vacancy is held. If elected at that time, they will abide by the same principles of any other board member elected to replace a vacant seat. The purpose of the interim members is to be able to maintain the prescribed number of directors as stipulated in the contract and these bylaws (no less than 5 or more than 7) until elections are held.

Section 3

The Board shall have the power to buy, sell, lease and encumber real and personal property (as prescribed by law and permitted by the intended purposes of the 501(c) (3) status from the internal revenue service) on behalf of the corporation as the board may deem necessary or convenient for the successful maintenance of the operations.

Section 4

No committee or individual shall have the poser to obligate the corporation to any financial outlay or to commit it to any undertaking or policy without the specific prior authorization of the board.

Section 5

The board shall designate the appropriate person(s) who will be authorized to sign checks, drafts, notes, and orders for payment.

Section 6

No compensation shall be paid to any member of the Board for service upon the Board, except for reimbursement of expenses as authorized in advance by the Board of Directors. Members of the Board of Directors by not receive compensation as an employee of the corporation.

Section 7

The Board will hold monthly meetings to conduct its business, allow input and participation from Board members, the Parent Association, the Advisory Board , the school staff or any other groups or individuals that needs to communicate to the Board on a regular basis as required by law, statute or necessity. Board Meetings will be held during the third week of the month as. The exact day will be determined by the majority vote of the board on the preceding meeting.

Section 8

The Board shall have the power to suspend any regularly scheduled monthly meeting at its discretion. However, since a minimum of 10 Board meetings must be held during a 12 month period in order for the Board officers to retain their seats, only exceptional situations or emergencies should prevent a regularly scheduled meeting to take place. Regularly scheduled meetings can be postponed up to 14 calendar days as long as the public is advised of such changes. Emergency sessions can be held only if there is a valid life-threatening reason to hold

such sessions. The public should be notified at least 3 calendar days of the proposed emergency session. Emergency meetings shall not take the place of a regularly scheduled monthly meeting.

<div align="center">Section 9</div>

All meetings of the Board of Directors will be open to the public in accordance with the Sunshine State meeting requirements. All voting Board members will comply with any appropriate requirements for financial disclosure required by the Florida Charter School laws and any other applicable laws related to the educational purpose of the corporation.

<div align="center">Section 10</div>

The Board will submit its annual report to the State of Florida as required by law.

<div align="center">

Article V – Officers

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<div align="center">Section 1</div>

The officers of this corporation shall be: Chair, Vice-Chair, Secretary and Treasurer

<div align="center">Section 2</div>

All officers shall be members of the Board and shall be elected by a majority of the Board at the first board meeting following the Annual Meeting.

<div align="center">Section 3</div>

Each officer shall be elected for a term of one year to two years and may be elected for two additional successive terms so that the term of office does not exceed a total of six consecutive years. Parents may only serve for only one year without provision for re-election allowing for more parents to participate in this process.

<div align="center">Section 4</div>

Vacancies among the officers shall be filled for the unexpired terms by election for the members of the Board. Should the Board not be able to maintain the adequate number of board members to form a quorum, it shall have no more than 45 days to remedy the situation by selecting an interim member to serve on the governing board. This candidate(s) will be selected from the pool set by the founding board that will remain active in academy matters in order to maintain a continual focus on the mission and vision of the school and to be able to provide a system of checks and balances. Interim member(s) shall have the same duties and responsibilities assigned to them as regular governing board members for the period of time as the annual elections are held in the mid summer meeting between school years. This process can take place as often as is necessary in order to maintain a quorum for voting purposes.

<div align="center">

Article VI – Duties of the Officers

</div>

<div align="center">Section 1</div>

The Chair shall preside and have power to vote at all meetings of the Board of Directors and the Executive Committee. The Chair shall be an ex officio member of all other committees and shall

<div align="right">26</div>

perform such other functions and exercise such authority as may be provided in the corporate charter and/or directive of the Board of Directors.

Section 2

The Vice-Chair shall perform the functions of the Chair in the latter's absence. The Vice-Chair shall success to the position of Chair in the event of resignation, disability, or death of the chair.

Section 3

The secretary shall cause the proceedings of all meetings to be recorded on the official books or records of the corporation. All records shall be kept at the principal office of the corporation.

Section 4

The Treasurer shall oversee the necessary financial reporting requirements as per the requirements of the contract and any other applicable law. The Treasurer shall provide to the Board a monthly report of the financial status of the school.

Article VII – Executive Committee

Section 1

The Board of Directors may appoint an executive Committee, which shall consist of the Chair, and any other persons necessary to advance the directives assigned to it by the Board of Directors.

Section 2

The executive Committee shall handle such affairs of the corporation, referred to it by the Board of Directors in accordance with policies and directives previously authorized by vote of the Board of Directors.

Article VIII – Meetings

Section 1

A quorum shall consist of a majority of the total number of members comprising the Board of Directors at the time of the meeting. So long as a quorum is present, all formal actions including authorizations in excess of $5,000 or determining policy of the school shall be adopted or passed by a majority vote of the members present and voting.

Section 2

The agenda for meetings of the Board shall be prepared by the administrator/principal with the approval of the Chair. Any member shall be able to add items to the agenda by providing written request to the Director/Principal not less than two weeks prior to the meeting. Emergency items may be added only by the Chair.

Section 3

The Board shall meet once a month for their regularly scheduled meeting during the third week of the month. The time and day of the meetings shall be determined by the Board as a final item on the previous meeting's agenda.

Section 4
Advertisement and notification of regular and special board meetings or sub committees thereof shall be consistent with public meeting requirement of Florida law.

Article IX – Fiscal Year

The fiscal year of the Corporation shall be fixed by the Board of Directors from time to time, subject to applicable law. The initial fiscal year shall end June 30, 2009.

Article X – Tax Exempt Corporate Status

This Corporation shall not carry on propaganda, or otherwise attempt to influence legislation, nor shall nay of its funds be used to support or oppose any political issue or candidate or do any other acts which could endanger its qualification as a Non-Profit Corporation in the State of Florida or its tax exempt status as a 501(c) (3) corporation under the Internal Revenue Code.

Article XI – Miscellaneous

Section 1
Dissolution of the corporation: Upon dissolution of this organization all its assets remaining after payment of all costs and expenses of such dissolution shall be distributed the County School District reference 1002.33(8)(e), Florida Statute, and none of the assets will be distributed to any member, officer or trustee of this organization.

Section 2
No part of the earnings of, contributions to, the corporation shall inure the benefits or be distributed to its members, trustees, officers, or other private persons except what the corporation shall be authorized and empowered to reimburse the members, etc. and hired staff for reasonable incurred costs of services rendered in furtherance of the exempt purposes of the corporation. In the even of conflict of interest between any Board member, trustees or officers, employees and potential vendors or the potential for conflict of interest exists are affected individual(s) will refrain from voting or providing input prior to a vote. The executive committee will oversee the safeguarding of conflict of interests.

Section 4
Under the supervision of the Board of Directors the school will actively seek funds through outside sources such as the Annenberg Challenge Foundation, Federal Charter Grants, School to Work Training, and a variety of local, state, federal, and public and private grants and programs.

Students participating in fundraising activities will be limited to those approved and permitted by the County School District.

Any contributions or donations accepted will not have attached conditions imposed by the donor that will compromise the integrity of the non profit status, the Articles of Incorporation or the Bylaws of this Corporation.

_____   _____
Signature of Registered Agent   Date

_____   _____
Signature/Incorporator   Date

Governance Structure

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                        ┌─────────────────────┐
                        │  Governing Board    │
                        └─────────────────────┘
                              ↑   ↓
                        ┌──────────────┐          ┌──────────────────────┐
                        │  Principal   │          │ Guardianship -       │
                        └──────────────┘          │ Active Founding      │
                              ↑                   │ Board Members        │
                        ┌──────────────┐          └──────────────────────┘
                        │Assist-Principal│
                        └──────────────┘
                         ↑  ↑  ↑  ↑  ↑
─────────────────────────────────────────────────────────────
  ↑         ↑           ↑         ↑          ↑                ↑
┌────────┐┌────────┐┌─────────┐┌────────┐┌─────────┐  ┌──────────────┐
│ ESOL   ││  ESE   ││ Support ││Teachers││ Teacher │  │Ancillary Staff│
│Special.││Special.││  Staff  ││        ││ Assts.  │  │   Office      │
└────────┘└────────┘└─────────┘└────────┘└─────────┘  │  Cleaning     │
                                                      │  Janitorial   │
                                                      │Transportation │
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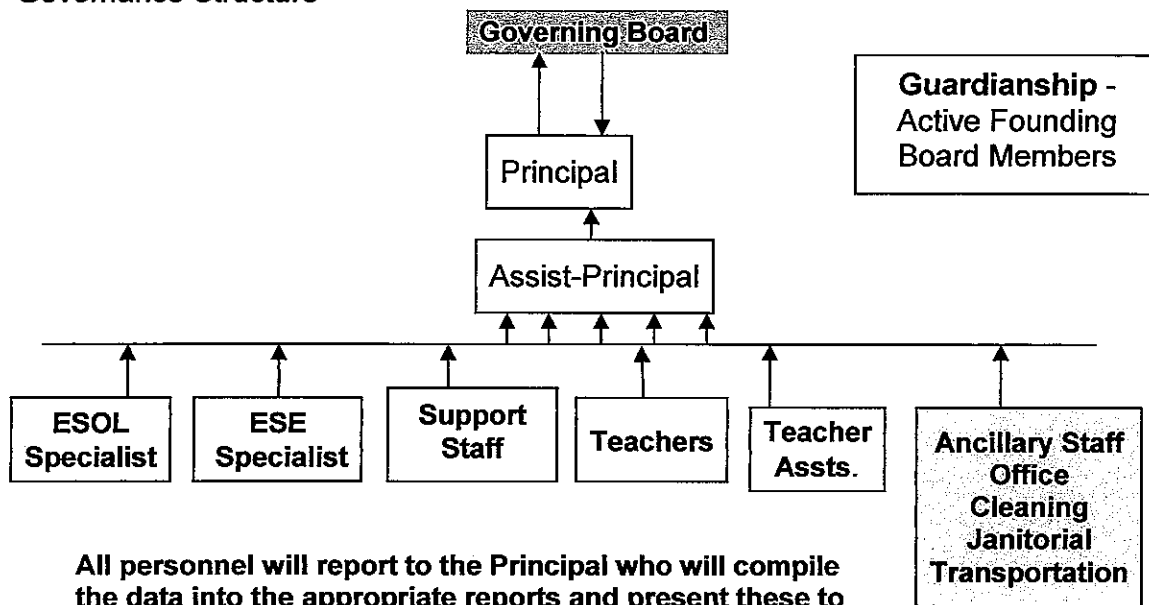
All personnel will report to the Principal who will compile the data into the appropriate reports and present these to the governing board at their regular meeting. The Governing Board will provide the necessary support to the school administration in order for the Principal to run the school.
Active members of the Founding Board will be able to address protocol issues of the Governing Board.

30

Administrative Structure

The Principal is the administrative head of the school. He/she directs the day to day operations of the academy, oversees her administrators, teachers, staff, curriculum, committees, parent conferences and vendors. He/she reports to the Governing Board.

The Assistant Principal – Administrator is in charge of all operations in the absence of the Principal. He/she shares with the Principal administrative duties to include financial duties, student conduct matters and may chair some committees

```
                    Principal
                        |
         Assist-Principal/ Administrator
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Both ESOL and ESE specialists are primarily responsible for heading their departments with their respective duties. They may assist with parent conferences.

All employees are responsible for providing a warm nurturing environment for the children and are accountable for their learning.

ESOL Specialist(s)

ESE Specialist(s)

Curriculum Specialist

Teachers

Students

Support Staff

Teacher Assistants

Ancillary Staff

The curriculum specialist provides support to teachers and students and assists in parent conferences

31

Learning Place Academy
Parent Contract

I _____ am aware that my child as stated below will be attending Learning Place Academy, a county charter school. I understand that this is a cooperative choice parent/student and we will be responsible to abide by the following rules and regulations.

_____As a parent or guardian I will provide a learning environment for my child at home that is suitable for learning.

_____As a parent or guardian I am responsible to ensure my child is prepared to attend school daily in uniform and that he/she will have the supplies necessary to perform the work required.

_____As a parent or guardian I will encourage my child to participate in class and behave in a responsible and respectful manner.

_____As a parent or guardian I will provide stability to the school by assisting in the school's operation according to my ability as volunteer, mentor or in extracurricular activities.

_____As a parent or guardian I am aware that I must complete 20 community hours or complete equivalent hours in other manners outlined in the "How to complete community hours" section of the parent/student handbook.

_____As a parent I am aware that I can utilize the PTCO as an avenue to voice my needs and participate in decision making of the academy

_____As a parent or guardian I am expected to participate in monthly conferences to talk about my child's educational achievements, goals and prescription

_____As a parent or guardian I am expected to check my child's folder every night to see that he/she has completed homework assignments and to check for any notices or notes sent home for me to read

_____As a parent or guardian, I am aware that I will not be required to forcefully participate in any activity which I cannot or do not wish to be a part of. Not participating may place at risk my child's continued enrollment.

_____I understand that if I withdraw my child from the Academy I will not be ensured of a place for him/her in subsequent years.

This agreement was signed by the parent or guardian of _____

_____   _____
Parent/guardian name and signature   Date

Appendix D

- Common Core State Standards
- RTI
- CPS
- Stages of Change

Table of Contents

8 Components of Full CCSS Implementation

Common Core Alignment

1. Data use alignment
2. Curriculum alignment
3. Student support alignment
4. Assessment alignment
5. Instructional materials alignment
6. Professional alignment
7. Instructional policies alignment
8. Resource policy and procedure alignment

- **Data use alignment**
  Using Data to Inform Instruction
  - Developing and using formative assessments
  - Using instructional data, curriculum data, student data
  - Staff collaborates to make adjustments in the classroom
  Using Data to implement policy

- Using multiple types of robust data, multiple sources
- Making comparisons across groups
- Staff collaborates to make adjustments schoolwide

- **Student support alignment**
  Students receive the support of the combined efforts of:
  - teachers and ancillary staff who utilize the curriculum to help the students
  - parents and community who further extend the classroom beyond the school walls
  - administrative personnel who oversee the preparation of teachers and other parties involved in the student's education
  - states and districts that have adopted the CCSS and are continuously evolving new materials, resources, functions and procedures that combine to make learning deeper and rigorous
  - organizations and curriculum providers that are utilizing their resources to align materials, books and assessments

- **Assessment alignment**

  Understanding the Need for Appropriate Assessment Types
  - Update: Partnership for Assessment of College and Career Readiness (PARCC)/SMARTER Balanced Assessment Consortium (SBAC)
  - Next Generation Assessments still in place
  - Common Core State Standards assessment resources
  - Implications for teachers, administrators, and students
  - Interactive Activity: Determining Standards vs. Skill Statements

- **Curriculum alignment/ Instructional materials alignment**

  Teaching in a World of Change
  - Changes in cognitive, procedural and affective thinking
  - Adjusting both teaching and learning

  Start, Stop, and Continue: Begin with the end in mind (Covey)
  - Current processes and practices
  - Analyzing ongoing initiatives

  Evidence-based practice

- Tracking and monitoring instruction
- Matching assessments to practice

- **Professional alignment**
  - Getting Familiar – learning what the initiative is all about and to develop general concepts about ELA standards and appendixes
  - Shifts and Alignment -Information about what alignment means and resources to help teachers align curriculum and practices to CCSS.
  - In the Classroom - Topic-specific support for implementing the standards.
  - Understanding the Math shifts – depth and across grades and topics

Instructional policies alignment/ Resource policy and procedure alignment

An important component of the process is the manner in which Administrators will align instructional policies and resource policy and procedures to what is taking place in the classroom. As leaders they are actively involved in the creation of policies, assessment and its implementation so a cohesive system exists school wide. Through adoption, these alignments will serve as the foundation of what practices are expected in the classroom and the teachers and staff.

Overview of the CCSS: What It Means for Teachers and Administrators
- ELA and Math Overviews
- Resources
- Vertical Progressions
- The Appendices
- Four Critical Shifts in Literacy
- The Standards for Mathematical Practice

Developing Standards Literacy: Deconstructing Standards
- Concepts
- Learning Targets
- Learning Target Categories
- Skills Guidelines
- Skill Construction
- Securely Held Content

- Building Rigor! What you need to DO NOW to begin implementation
- Cognitive Demand/DOK/Bloom's
- Surveys of Enacted Curriculum
- Learning Target Categories
- Learning Progressions

College & Career Readiness
- What it looks like for all students, even those in Kindergarten
- What are the Implications for Instruction
- Key findings that led to the Common Core and how they impact requirements
- Highest-impact actions in the classroom

Principles of the CCSS
Fewer - Clearer - Higher
- Aligned to requirements for college and career readiness
- Based on evidence
- Honest about time

CCSS address *what* and *how* students read.

What are the expectations based on the beliefs that:
- A quality education is a key factor in providing all children with opportunities for their future
- It is not enough to simply complete school, or receive a credential – students need critical knowledge and skills
- This is not a 12th grade or high school issue. It is an education system issue.

Quality implementation of the Common Core State Standards is a necessary condition for providing all students with the opportunities to be successful after high school.

Common Core Fundamental Shifts:
- Balancing informational and literacy texts
- Build knowledge in the disciplines

- Staircase of text complexity
- Text-based answers
- Write from sources
- Build academic vocabulary
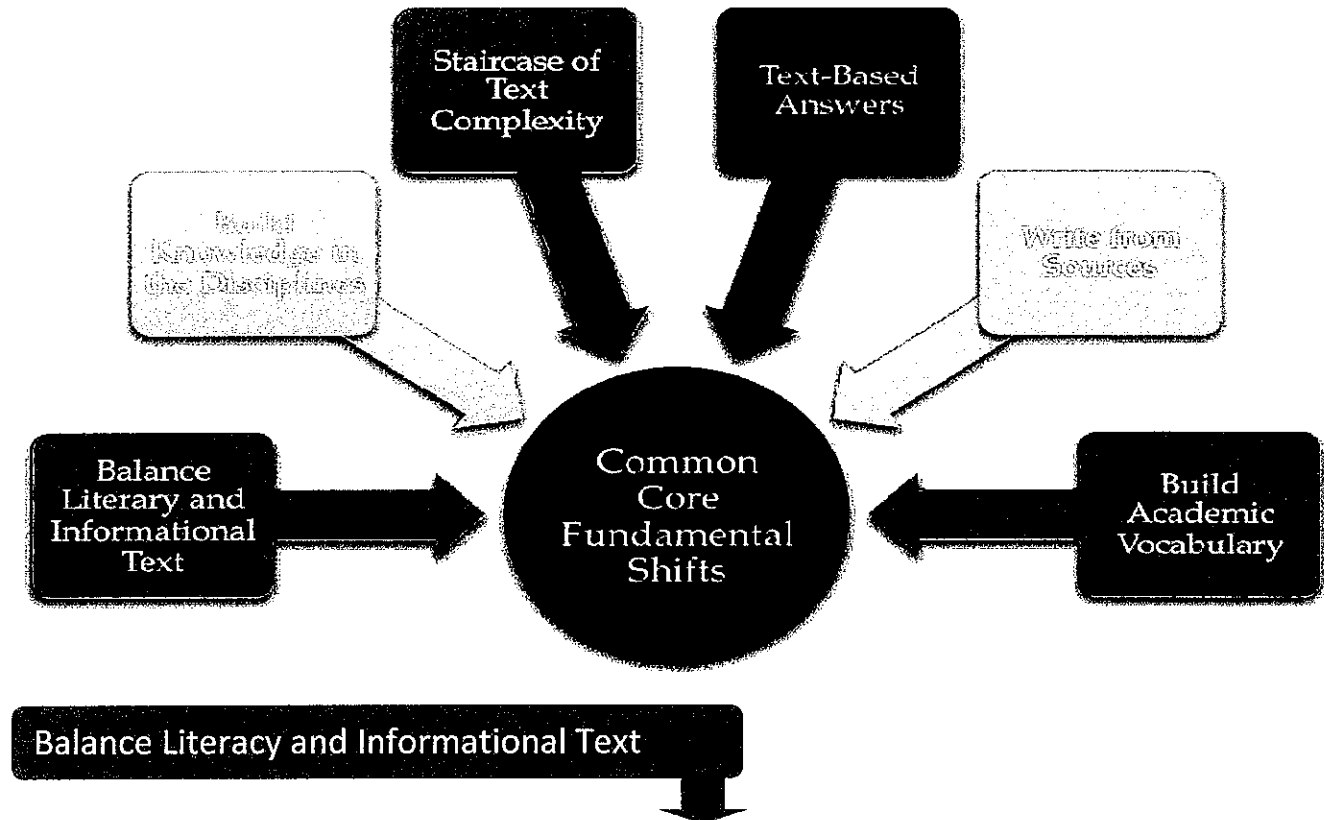
Balancing informational text and literature:

K-5, Balancing Informational & Literary Texts *(K-5):*

Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world – science, social studies, the arts and literature – through text. At least 50% of what students read is informational." The focus is on the Foundational Skills." This shift really isn't about ensuring that students can read technical manuals by the time they graduate high school. It's about building coherent and integrated knowledge within and across grades, beginning in students' early years.

Instructional Practice Aligned with Shift #1

Texts Talking to Each Other

Based on Cappiello & Dawes. 2013
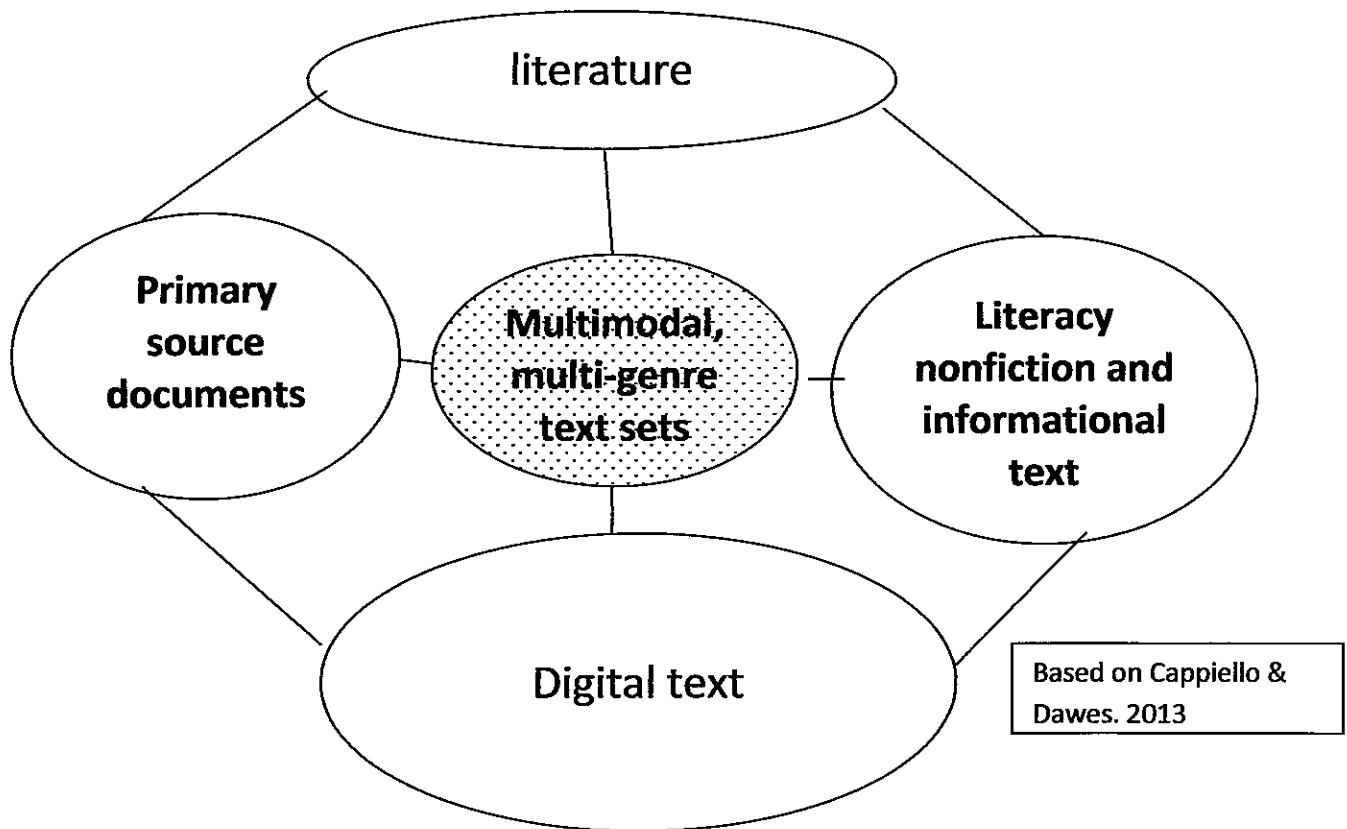
Build Knowledge in the Disciplines

Reading, writing, and speaking grounded in evidence
- Most college and workplace writing requires evidence.
- Ability to cite evidence differentiates strong from weak student performance on NAEP
- Evidence is a major emphasis of the ELA Standards: Reading Standard 1, Writing Standard 9, Speaking and Listening standards 2, 3 and 4, all focus on the gathering, evaluating and presenting of evidence from text.
- Being able to locate and deploy evidence are hallmarks of strong readers and writers

Provide a staircase of complexity:

Staircase of Text Complexity

This shift points to the Common Core's emphasis on text complexity and ensuring that students are given the supports they need to work with grade-level appropriate texts...not just texts that are at their level. The staircase metaphor is a reminder that students should work with texts that become increasingly more complex as they move through school. This is probably the biggest game-changer embedded in the Common Core, as it exposes one of the larger gaps between current practice and the kinds of instruction it will take to bring the Common Core to life. This staircase of complexity and emphasis on grade-level appropriate texts will force teachers and schools to rethink sole reliance on leveled reading instruction.

Insist on text-based answers:

Text-Based Answers

This shift is about developing students' ability to use and interpret **text evidence**. This shift calls for classroom instruction that is focused on a common text, that engages students in rigorous discussion that allows them to construct meaning from that text (rather than be told what it means), and that holds them accountable for backing up their reasoning and interpretations with evidence drawn from the text. This shift, too, exposes a pretty large gap in current practice, as, in many classrooms, a primary text may be present (e.g. the U.S. Constitution) but students may not actually read the text themselves and more often than not, they are simply told what it means.

Write from Sources

Write from sources:

The Common Core reminds us that the majority of student writing should ask them to persuade and explain rather than convey experience. In the early grades, the Common Core asks for a balance between writing prompts to persuade, to explain and to convey experience, but by high school, the Common Core calls upon educators to construct learning experiences that ask students to persuade (40%) and explain (40%) much more often than to convey experience (20%). This shift pushes teachers to move away from often facile and de-contextualized writing prompts and to ensure that students can work with a common body of text-based evidence to support and develop their claims.

Build academic vocabulary:

The Common Core acknowledges the immense power of words. Indeed, research indicates that giving students access to academic vocabulary produces dramatic increases in reading comprehension and builds students' background knowledge, giving them access to increasingly complex text. Teachers need to make frequent and consistent use of common general academic vocabulary, ensuring that students know what it means to "generate a hypothesis" or "identify assumptions in two writers' arguments" before they sit down to write an essay on a high-stakes test. This is a shift that calls for teachers of all subjects to consciously and consistently use academic vocabulary rather than simpler words to convey the same ideas.

Close Reading

A close reading is a careful and purposeful reading. Well actually, it's rereading. It's a careful and purposeful **rereading** of a text. It's an encounter with the text where students really focus on what the author had to say, what the author's purpose was, what the words mean, and what the structure of the text tells us.

In a close reading, we have to have students reread the text. We give them questions; text dependent questions that require that they go back into the text and search for questions that allow students to think about the text, and the author's purpose, the structure, and the flow of the text.

Close reading requires that students actually think and understand what they are reading.

Close reading isn't in the Common Core State Standards. However, an analysis of the Common Core State Standards really says you've got to learn the text well. The Common Core State Standards require that students provide evidence and justification for their answers. The only way we know how students can do this - that they really learn to provide evidence and justification - is if they closely read. When we have students really read carefully, they pay attention to the words, the ideas, the structure, the flow, and the purpose of that text, they're ready to answer more complex questions that require that they really think about what the author said, and compare that with what they know, what they believe, and what they think.

Text Dependent Questions

Not Text-Dependent	Text-Dependent
Alice in Wonderland: How would you react if you saw a talking rabbit?	How did Alice react when she saw the talking rabbit?
In "Casey at the Bat," Casey strikes out. Describe a time when you failed at something.	What makes Casey's experiences a bat humorous?
The talking Cloth: Did you ever take a trip to a far-off country? What did you bring back from our trip?	We just learned that the cloth originated in Africa. Why does the author include this information?
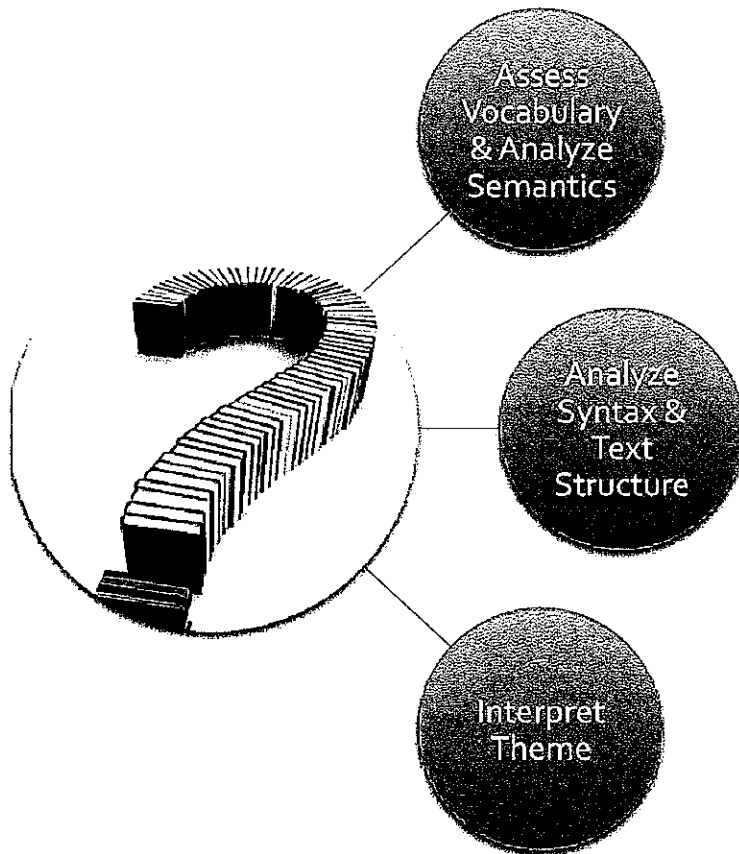
Text-dependent questions can be used to check students' understanding, but a strong text-dependent question does not invite students merely to participate in a scavenger hunt. That is to say, text-dependent questions *are not low-level, nor do they prompt students to produce literal or recall answers*. A strong text-dependent question should invite students to **interpret theme, analyze syntax and text structure, support students' understanding of vocabulary, and analyze the effects of specific word choice.**

New Knowledge paradigm:

Knowledge
- Constructed based on text evidence
- Open to discovery through real-world problem-solving
- Academic, rigorous, intellectual

Dominant Theme
- Excellence
- Building a better future

Work
- Reasoning & Critical Thinking
- Problem-Solving
- Expansion, Analysis, and Illustration of Ideas

Teachers
- Supportive of students
- Emphasize responsibility to achieve

Evaluation
- Excellence
- College and Career Readiness Standards

Control
- Strict attention to student engagement

Controversy
- Used frequently to develop instructional experience and promote critical thinking skills
- Used to reinforce standards of civil discourse

In this paradigm, **knowledge** is constructed based on text-evidence; open to discovery through real-world problem-solving; coherent and connected, with intentional linkages within and across grades to build background knowledge and develop conceptual understanding; academic, intellectual, and rigorous. Student **work** is engagement in critical thinking and reasoning tasks, problem solving, and writing to expand, analyze, and illustrate ideas. Student **evaluation** is based on achieving excellence in relation to standards for college and career readiness. Teachers use current events, **controversy**, and ambiguity as opportunities to make school education relevant, connecting to students' experiences in the world, promoting critical thinking, and reinforcing standards for civil discourse. Behavioral **control** is focused with strict attention to student engagement in high-quality learning experiences. **Teachers** are supportive of students, not derogatory, cynical, or driven by deficit thinking to talk about what "these kids" *can't* do. The dominant theme for schools operating within this paradigm and truly delivering on the promise of the Common Core standards is **excellence** for all, with the underlying theme of **building a better future**.

A Three-Part Model for Measuring Text Complexity

As signaled by the graphic at right, the Standards' model of text complexity consists of three equally important parts.

(1) Qualitative dimensions of text complexity. In the Standards, qualitative dimensions and qualitative factors refer to those aspects of text complexity best measured or only measurable by an attentive human reader, such as levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands.

(2) Quantitative dimensions of text complexity. The terms quantitative dimensions and quantitative factors refer to those aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult if not impossible for a human reader to evaluate efficiently, especially in long texts, and are thus today typically measured by computer software.

(3) Reader and task considerations. While the prior two elements of the model focus on the inherent complexity of text, variables specific to particular readers (such as motivation, knowledge, and experiences) and to particular tasks (such as purpose and the complexity of the task assigned and the questions posed) must also be considered when determining whether a text is appropriate for a given student. Such assessments are best made by teachers employing their professional judgment, experience, and knowledge of their students and the subject
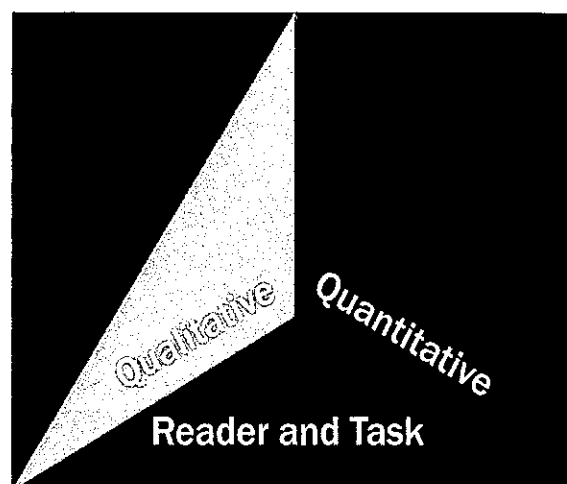
The view of text difficulty within the Common Core State Standards

Grade Bands & Associated Lexile Ranges		
Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155
9-10	960-1115	1080-1305
11-CCR	1070-1220	1215-1355

Regular Practice With Complex text and Its Academic Language:

- Gap between complexity of college and high school texts is huge.
- What students can read, in terms of complexity is greatest predictor of success in college (ACT study).
- Too many students are reading at too low a level.
  (<50% of graduates can read sufficiently complex texts).
- Standards include a staircase of increasing text complexity from elementary through high school.
- Standards also focus on building general academic vocabulary so critical to comprehension.

What are the Features of Complex Text?

- Subtle and/or frequent transitions
- Multiple and/or subtle themes and purposes
- Density of information
- Unfamiliar settings, topics or events
- Lack of repetition, overlap or similarity in words and sentences
- Complex sentences
- Uncommon vocabulary
- Lack of words, sentences or paragraphs that review or pull things together for the student
- Longer paragraphs
- Any text structure which is less narrative and/or mixes structures

Scaffolding Complex Text

The standards require that students read appropriately complex text at each grade level – independently.

However there are many ways to scaffold student learning as they meet the standard:
- Multiple readings
- Read Aloud
- Chunking text (a little at a time)

Provide support while reading, rather than before.

Close Analytic Reading

- Requires prompting students with questions to unpack unique complexity of any text so students learn to read complex text independently and proficiently.
- Not teacher "think aloud".
- Virtually every standard is activated during the course of every close analytic reading exemplar through the use of text dependent questions.
- Text dependent questions require text-based answers – evidence.

Structure of the Standards

- Four Strands: Reading, Writing, Speaking and Listening, Language
- Each strand has Science/technology and social studies standards for literacy
- Text complexity standards are listed by grade "bands": K-1, 2-3, 4-5, 6-8, 9-10, 11-12, CCR – College and Career Ready

Strand	Anchor Standard	Grade Specific Standard

Identify the Standard

RI . 4 . 2
⇧   ⇧   ⇧
Strand   Grade   Standard Number
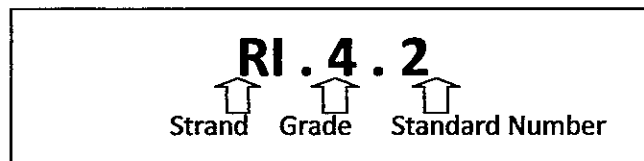
Mathematics: 3 shifts

1. Focus: Focus strongly where the standards focus.
2. Coherence: Think across grades, and link to major topics.
3. Rigor: In major topics, pursue conceptual understanding, procedural skill and fluency, and application.

Required Fluencies in K-6

Grade	Standard	Required Fluency
K	K.OA.5	Add/subtract within 5
1	1.OA.6	Add/subtract within 10
2	2.OA.2 2.NBT.5	Add/subtract within 20 (know single-digit sums from memory) Add/subtract within 100
3	3.OA.7 3.NBT.2	Multiply/divide within 100 (know single-digit products from memory) Add/subtract within 1000
4	4.NBT.4	Add/subtract within 1,000,000
5	5.NBT.5	Multi-digit multiplication
6	6.NS.2,3	Multi-digit division Multi-digit decimal operations

Priorities in Mathematics

Grade	Priorities in Support of Rich Instruction and Expectations of Fluency and Conceptual Understanding
K–2	Addition and subtraction, measurement using whole number quantities
3–5	Multiplication and division of whole numbers and fractions
6	Ratios and proportional reasoning; early expressions and equations
7	Ratios and proportional reasoning; arithmetic of rational numbers
8	Linear algebra and linear functions

Instructional Shifts

Implementation of the Common Core State Standards

Data Driven Instruction

College & Career Ready Students

Teacher/ Leader Effectiveness

Common Core State Standards
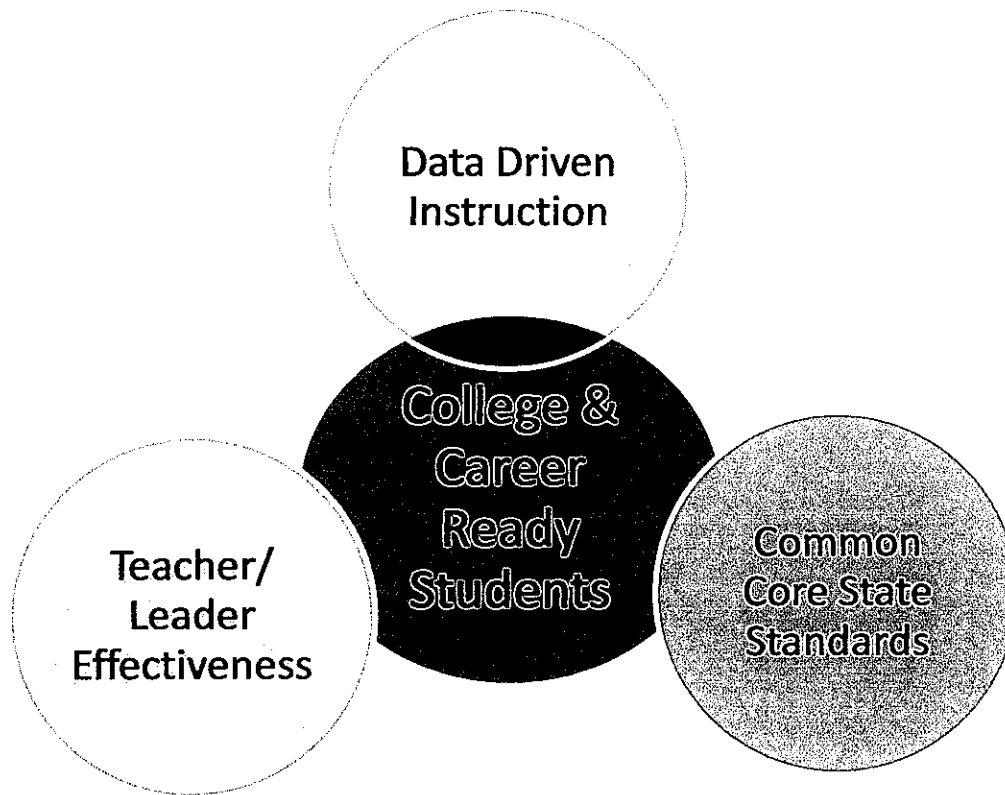
What is a text set?

A multimodal, multigenre text set is a versatile teaching tool for the classroom. Multigenre means all traditional genres of literature, as well as purpose-driven types of writing, from blog entries to recipes. Multimodal means texts that vary in modality - visual texts, such as video, photographs, visual art, and primary source documents; audio recordings such as music, podcasts, and radio broadcasts; and digital texts that are multimodal in their construction. Text sets are related by content (topic, theme, essential question) or by genre.

Text Set: Sunburst Model
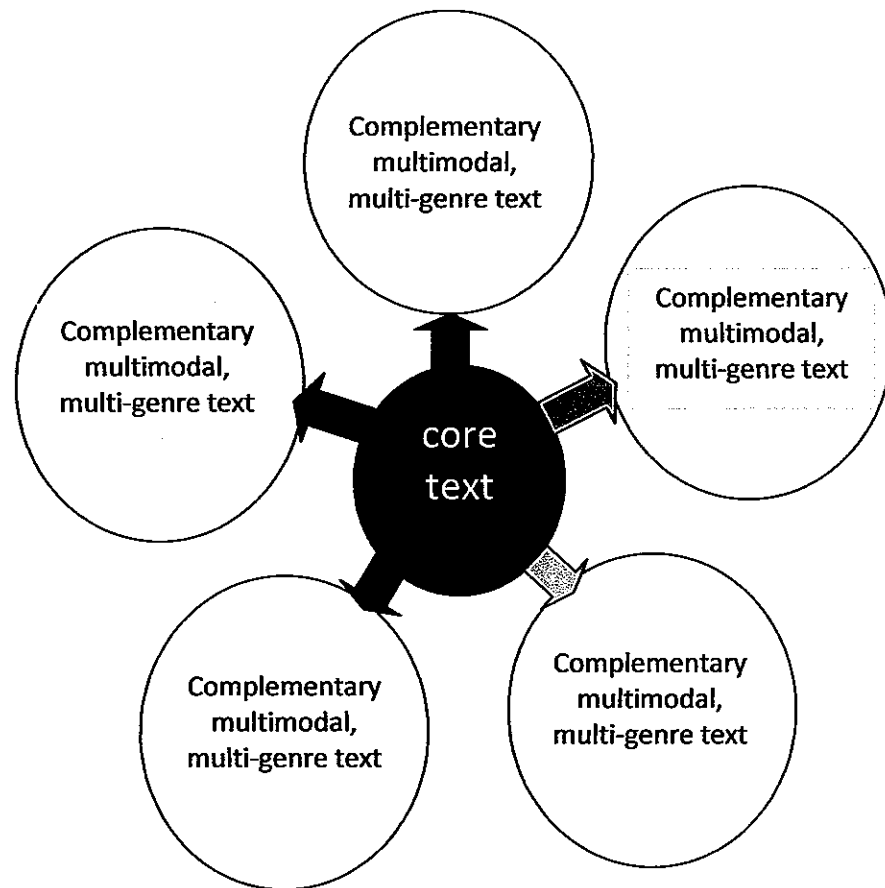
Text Set: Duet Model
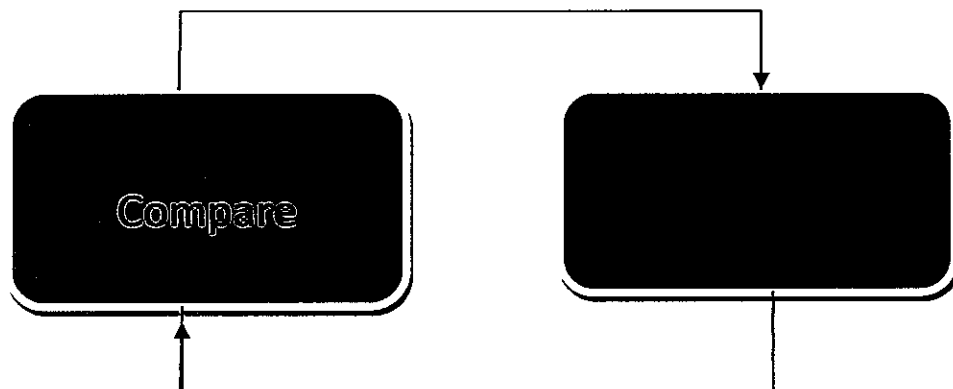
Duet Model

Our Duet Model is a pairing of texts and can serve as an initiation to the process of comparing and contrasting related information in two different texts. Texts may be content related or may serve as two distinct examples of writing in a particular genre. The Duet Model is used: to introduce a focused comparison of and contrast of content and/or genre; two texts that are ideally matched for this purpose; and often, when to model writing decisions authors make regarding genres and structures.

Text Set: Solar system Model
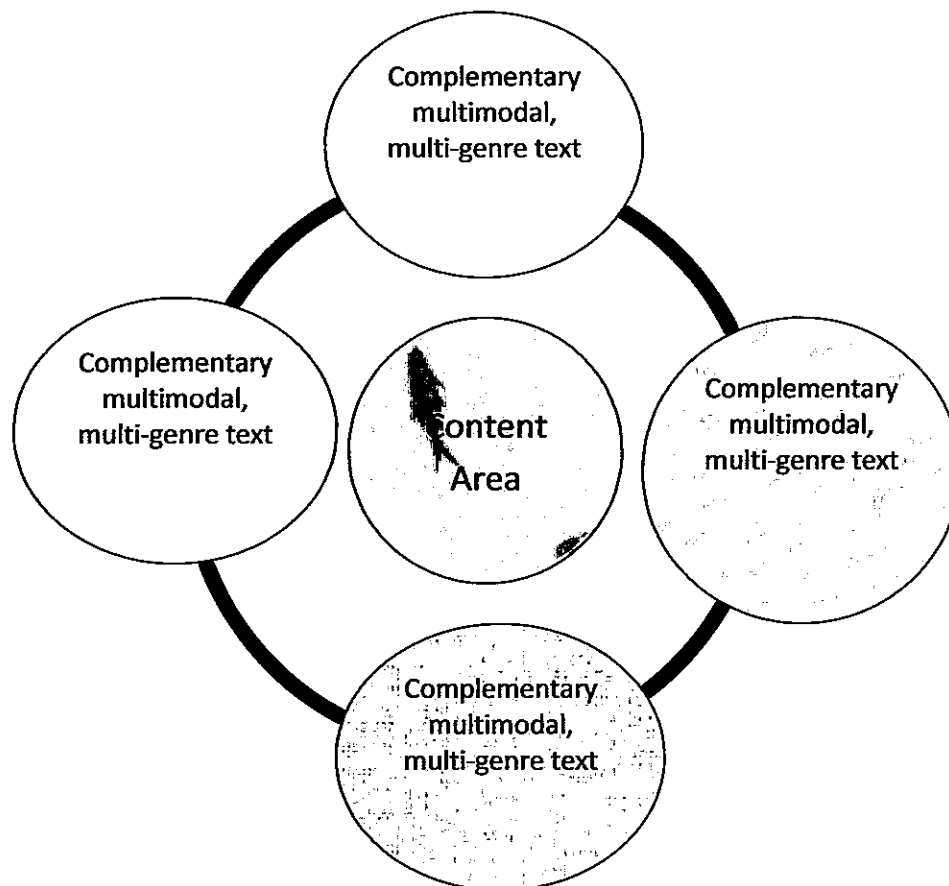
Solar System Model

In the Solar System Model, texts are selected around a particular content area or a genre. With the content or genre as the focus of the study, seek out multigenre, multimodal texts that offer varying perspectives on the topic or serve as varying examples of the genre form. The Solar System Model is used when there is a need for: breadth and depth in our content coverage; are looking for great flexibility with text complexity and instructional grouping; and when more time can devoted to a longer unit of study.

CCSS Application to Students with Disabilities

Students with disabilities -students eligible under the Individuals with Disabilities Education Act (IDEA) -must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. These common standards provide an historic opportunity to improve access to rigorous academic content standards for students with disabilities. The continued development of understanding about research-based instructional practices and a focus on their effective implementation will help improve access to mathematics and English language arts (ELA) standards for all students, including those with disabilities.

Students with disabilities are a heterogeneous group with one common characteristic: the presence of disabling conditions that significantly hinder their abilities to benefit from general education (IDEA 34 CFR §300.39, 2004). Therefore, how these high standards are taught and assessed is of the utmost importance in reaching this diverse group of students.

In order for students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking and listening (English language arts), their instruction must incorporate supports and accommodations, including:
    • Supports and related services designed to meet the unique needs of these students and to enable their access to the general education curriculum (IDEA 34 CFR §300.34, 2004).

• An Individualized Education Program (IEP) which includes annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards.

• Teachers and specialized instructional support personnel who are prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services. Promoting a culture of high expectations for all students is a fundamental goal of the Common Core State Standards. In order to participate with success in the general curriculum, students with disabilities, as appropriate, may be provided additional supports and services, such as:

• Instructional supports for learning— based on the principles of Universal Design for Learning (UDL)2 —which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.

• Instructional accommodations (Thompson, Morse, Sharpe & Hall, 2005) —changes in materials or procedures— which do not change the standards but allow students to learn within the framework of the Common Core.

• Assistive technology devices and services to ensure access to the general education curriculum and the Common Core State Standards. Some students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to certain standards in both instruction and assessment, based on their communication and academic needs.

These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core State Standards.

Technology

The integration of technology in education is no longer a "new" idea. Because technology has become such an integral part of society, it is necessary to integrate its use in education in a variety of ways. The use of computer technology has moved beyond computer assisted instruction in the form of tutorials or drill and practice. Today's technology can provide teachers and students with opportunities for teaching and learning that were impossible in the past. Computers can be used as devices for communicating with people literally a world apart. They can be used as tools to create instructional materials or as presentation devices to provide information in ways never before possible.

Three advantages have been found regarding technology in the classroom including:

- Educators should use technology in the classroom because its wide range of uses and forms has the potential to reach students of all learning styles, as well as be more efficient.
- The interest and motivation that technology induces in students makes its usage in schools important.
- Educators better prepare students for the future when using technology aimed at addressing each learning style.

Using several types of technology in one lesson can help all students understand initially, alleviating many of the questions that students will have later, as well as lessening the times a teacher must repeat concepts to those who did not comprehend them the first time. Technological instruction helps students adapt to learning styles by providing a self-paced learning environment that helps all learners to feel less threatened by new material. The simple fact that students exposed to technology will be more comfortable with it later in life is only one of the many reasons to use it in hopes of preparing them for the future.

Research shows that technology can lead to improvement in performance most notably in math, science, social studies, and language arts. When using technology in the classroom, "at risk" students demonstrated:

- Improved attitude
- Improved confidence
- Improved writing skills when using technology in the classroom

Benefits of technology in the classroom include opportunities to:

- Improve lectures
- Enhance the curriculum
- Provide visualization in a variety of formats
- Increase flexibility of presentations
- Share resources
- Enable demonstrations of complex concepts

Through the use of advanced computing and telecommunications technology, learning can also be qualitatively different. The process of learning in the classroom can become significantly richer as students have access to new and different types of information, can manipulate it on the computer through graphic displays or controlled experiments in ways never before possible, and can communicate their results and conclusions in a variety of media to their teacher, students in the next classroom, or students around the world.

Basic skills can be used very effectively as a tutor for students learning basic reading and math skills. Teachers who employ computer assisted instruction can drill students on specific topics for which they need extra help, such as long division or spelling. Since students are able to control their own pace at which they proceed through their exercises, they are neither held back nor left behind by their peers. And the instant feedback that the students receive from this type of instruction motivates these students to continue.

As an instructional tool, technology helps all students--including poor students and students with disabilities--master basic and advanced skills required for the world of work. As an assessment tool, technology yields meaningful information, on demand, about students' progress and accomplishments and provides a medium for its storage. As a motivational tool, technology positively impacts student attitudes toward learning, self-confidence, and self-esteem.

Technology offers several advantages over traditional methods of student assessment. For example, multimedia technology expands the possibilities for more comprehensive student assessments that require students' active participation and application of knowledge. The immense storage capacity enabled by technology such as CD-ROMs allows schools to develop electronic portfolios of students' work. A single CD can hold exact copies of students' drawings and written work, recordings of the child reading aloud, and video images of plays, recitals, or class presentations. By saving work samples on different subjects at different times during the year, teachers can display all the students' work in rapid succession to demonstrate and assess growth.

Technology offers new and exciting ways for their families to increase their involvement in their children's education:

- Students watch less television
- Improve problem-solving and critical thinking skills
- Improve their writing and math skills
- Improve their computer skills

Parents communicate more with their children and their children's teachers, are more aware of their children's assignments, increase their own computer skills, use the computer for personal and business reasons, and spend more time with their families.

Technology helps teachers improve their classroom practice by expanding their opportunities for training and by fostering collegial work with other teachers and professionals. Particularly promising to teacher skill development are electronic networks that allow teachers to overcome the isolation they experience in their classrooms. By bouncing ideas off peers and sharing experiences and resources with like-minded colleagues across the country, they are gaining enthusiasm and

confidence.

Numerous studies have demonstrated that technology is particularly valuable in improving student writing. The ease with which students can edit their written work on word processors makes them more willing to do so, which in turn improves the quality of their writing. Studies have shown that students are also better at critiquing and editing written work that is exchanged over a computer network with students they know.

Other benefits are documented as well. As schools have added computers, they've reported improvements in their attendance and dropout rates. They've also reported students are:

- more challenged
- more engaged
- more independent

Encouraged to experiment and explore the new frontiers of knowledge through the use of technology, students have assumed more responsibility for their assignments and produced higher-quality work.

Technology is especially appropriate for the enhancement of global studies. It can bring experiences of other cultures vividly into the classroom. Not only does telecommunications allow for interaction between students, it also encourages creative opportunities to be formed by showing the interrelationships among the social studies, literature, art and music. Multimedia classrooms help students move away from "chalk and talk" classrooms to more engaging and motivating processes which encourage higher order thinking. Teachers can have access to seemingly unlimited resources through the Internet, CD ROMS and videos. Both students and teachers can examine issues from multiple points of view and can learn how to deal with primary source documents. The possibilities are potentially endless and definitely exhausting.

The Essential Components of RTI
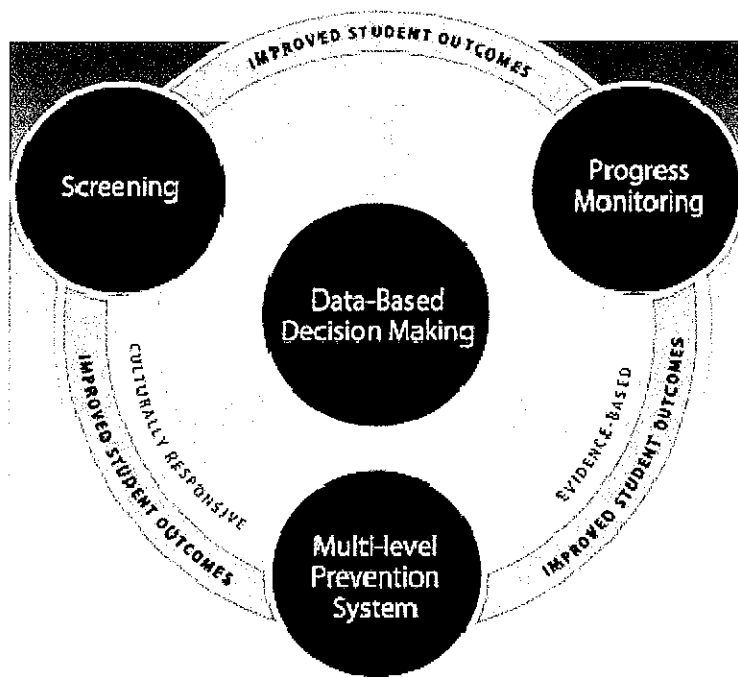
Screening is conducted to identify or predict students who may be at risk for poor learning outcomes.

Multi-level Prevention System includes three levels of intensity or prevention.

Data-Based Decision Making occurs at all levels of RTI implementation and all levels of instruction.

Progress Monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction.

Universal Screening

Screening is conducted to identify or predict students who may be at risk for poor learning outcomes. Universal screening tests are typically brief, conducted with all students at a grade level, and followed by additional testing or short-term progress monitoring to corroborate students' risk status.

In screening, attention should focus on fidelity of implementation and selection of evidence based tools, with consideration for cultural and linguistic responsiveness and recognition of student strengths.

Multi-level Prevention System

Multi-level prevention system includes three levels of intensity or prevention. The primary prevention level includes high quality core instruction. The secondary level includes evidence-based intervention(s) of moderate intensity. The tertiary

prevention level includes individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention.

At all levels, attention should be on fidelity of implementation, with consideration for cultural and linguistic responsiveness and recognition of student strengths

Data-based Decision Making

Data analysis and decision making occurs at all levels of RTI implementation and all levels of instruction. Teams use screening and progress monitoring data to make decisions about instruction, movement within the multi-level prevention system, and disability identification (in accordance with state law).

Progress Monitoring

Progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

In progress monitoring, attention should focus on fidelity of implementation and selection of evidence based tools, with consideration for cultural and linguistic responsiveness and recognition of student strengths.

Broward's CPS/RtI Model: Key Components

There are six key components to the Broward CPS/RtI model:

1. Serving Students Well

The Broward CPS/RtI model has as its fundamental goal the assurance of success of every student by differentiating instruction and providing successively more intensive assistance based on student need through a tiered system of interventions (MTSS). Academic and behavioral needs are addressed using interventions that are grounded in best practice.

2. Data-driven Decision Making

Students are continuously monitored to determine their progress toward mastery of core content and strategies are employed to help them meet standards. Students' progress is assessed through a variety of means and the assessment results drive decision-making about best teaching practices to assist in a student's learning. Instruction is delivered in large groups, small groups and individually. Students' behavior is assessed through a variety of means and the assessment

results drive decision making about how to assist with student behavior. Interventions occur in large groups, small groups and individually.

3. Collaborative Problem Solving (CPS)
A CPS model is employed to ensure that the decisions made about what a group of students or an individual student needs, academically or behaviorally, draw on a number of sources. The CPS team uses assessment data to determine how a student or students are progressing and what type of interventions might be needed. CPS teams include administrators, a school psychologist, school counselor, school social worker, parents, and teachers with expertise in each of the core content areas: ELA/ reading; mathematics; science; and social studies. Additional teachers, other specialists, and the student (when developmentally appropriate) may be added to the team as needed.

4. On-going Assessments of Student Learning
Formative assessments are an important vehicle for monitoring the progress of a student. Assessments must be frequent and connected to the content and standard a student is working to master. Assessments drive the decision-making about the best instructional strategy or approach to use with a student to further learning.

5. Interventions and Documentation of Results
Interventions are based on assessments and the success of an instructional strategy is documented to determine what is helping a student learn. Evidence-based strategies in instruction and behavioral management are used to increase the learning of each student. Intervention records and progress monitoring graphs are retained by the CPS team as documentation of what methods have been used and how effective they have been in fostering progress.

6. District Support and Professional Development
District support for implementation and capacity building includes staff members at each level who provide professional development, support, and coaching for school-based staff. Professional development will help educators at all levels understand the RtI process and become proficient at instructional practices that promote student success, assessments that will help determine what instructional strategies or interventions would best support a student's learning, and interventions that are most likely to help a struggling student accelerate learning and master content and standards. Other professional development will support

CHAMPs, the school-wide behavior management system employed across the district, and effective CPS strategies.

Any and all support and services offered to the Academy by the district is appreciated and will be utilized. Those not open to charter schools will be picked up by the academy in order to provide comparative services to our students.

COLLABORATIVE PROBLEM-SOLVING (CPS) TEAM PROCESS

ESSENTIAL ELEMENTS FOR EFFECTIVE IMPLEMENTATION

Experience and the professional literature on interdisciplinary teams, designed to provide support to teachers in dealing with hard-to-teach students, have consistently identified a core set of elements that must be in place for such teams to fulfill their intended purpose.

Elements 1 through 7 deal with the need to establish a clear understanding of purpose, the operational requirements, and the necessary resource commitments of CPS teams.

1. Regular Education Support

An intervention support team process is intended to support teachers in assisting hard-to-teach students make more progress within the regular education classroom. It is important that all parties involved understand that the goal of the process is to have the student make progress in response to well-designed interventions and that an intervention is an action initiated by an adult to increase or decrease a targeted student behavior. Referrals, evaluations, persons, or places are not interventions. When inter-disciplinary teams are seen as performing exclusively pre-referral activities for students that are to be evaluated for possible special education classification, they fail to achieve their intended purpose and staff members may experience frustration rather than support.

2. Teacher Involvement

Teacher involvement begins when all teachers are provided with a clear understanding of the purpose of the team support process (see 1). The teacher who requests assistance must be an active participant in all of the problem-solving steps. Without this level of involvement, there is little hope that interventions, regardless of quality, will be implemented.

3. Administrator Leadership/Participation

Having an administrator take a leadership role and be seen as an active participant in team activities indicates that a school has made a priority commitment to making this

type of support team a reality. Since many schools are more accustomed to a "child study" team model, one cannot assume that an intervention support team will evolve without strong and visible administrative support.

4. Consistent Team Membership and a Regular Meeting Schedule
Effective support teams are not ad hoc groups. All staff know who their team members are and what they are expected to do in each of the steps of the process. If a school aspires to use the power of teaming to support its teachers, the team must meet regularly. Teams that meet on an irregular basis or less than twice per month are not seen as vehicles for significant support in their schools. Regular meetings promote an increased sense of accountability for team members who know when they will be expected to report on cases for which they have an assigned responsibility.

5. Parent and Student Participation
Active parent participation is an integral part of the problem-solving process. Parents are important sources of historical and environmental information about students. They should be invited to participate and be informed at all decision-making points. Parent participation is documented. Students, being served through interventions, should have a clear understanding of what is expected of them and, whenever possible, they should play an active role in self-monitoring their behavior.

6. Efficient Time and Resources Management
While teaming can be a powerful way to produce quality problem solving practices, it is important to apply only the amount of staff time that a particular task requires. For example, one team member, rather than the full team of six or seven, can confer with a teacher to develop a clear definition of a student's problem. A tiered model allocates additional resources to problem solving efforts when the progress monitoring data support that need. Also, a team using a structured meeting format (e.g. setting time limits to accomplish specific tasks) is far more likely to produce a meaningful product, and in a shorter amount of time. Efficient meetings also require that team members perform key roles such as meeting leader, recorder, and timekeeper.

7. Team Development Commitment
As cited in Element 3, many of our schools are more accustomed to the "child study" model. Therefore, it requires a commitment of a significant amount of time for staff members to learn and practice the new activities required to implement a genuine intervention support model. In addition to scheduling in-service training experiences on requisite skills, teams benefit from devoting a portion of their regular meeting times to self-assessment of their process and to expanding their collective repertoire of interventions.

Elements 8 through 13 identify what staff members must be able and willing to do in order to implement a genuine CPS process.

8. Problem Behavior Identification

Whether the teacher's concern about a student is related to academics or social adjustment, the initial description of the problem is often a general one, including labels rather than behaviors (e.g., "lazy", "unmotivated", "slow learner", "poor reader"). Effective problem solving requires the definition of the problem in terms of what the student is doing/not doing or what one could see/measure that represents the teacher's expressed concern. If multiple problems are identified, they are prioritized and targeted one at a time for intervention.

9. Data Collection and Analysis
An understanding of what types of data are required for decision making about interventions and how to collect/document them is essential for team members to be able to communicate with one another. The types of data needed are different from those that traditionally have been used in diagnosing student problems (e.g., information about the antecedents of a problem behavior and its consequences). Effective teams make use of their support staff with particular areas of expertise (e.g., reading or behavior) in determining how to collect data that are needed and how to interpret the data once collected. Interpretation of the data leads to generation of hypotheses about the causes of problems and to identification of desired replacement behaviors.

10. Pre-Intervention Problem Measurement
The development of a baseline for the target problem in quantitative terms determines whether the teacher or other team members can make any subsequent judgments about whether the student is responding to interventions that are tried. Failure to collect a pre-intervention baseline can be damaging to the student in that progress may go unrecognized and result in incorrect inferences about the severity of the problem.

11. Evidence-Based Intervention Availability and Usage
Schools wishing to offer an efficient intervention support process must have "off-the-shelf" intervention resources available for use by teachers. The interventions selected for use must be matched to the targeted problem and should be based upon evidence supporting their effectiveness in addressing the type of problem presented. An increasing number of resources are becoming available for use by teams in identifying these interventions. Examples include the Struggling Reader Chart and, for behavioral problems, the CD collection of tactics called Responding to Individual Differences in Education (R.I.D.E.).

12. Follow-Up for Intervention Implementation Fidelity and Fair Evaluation of Outcomes
All of the effort that goes into clearly defining a student's problem, and developing an intervention plan to address it, is often wasted because the intended intervention is not implemented. The team's involvement with intervention support must extend beyond the point of identifying the interventions and into assisting the teacher through setting them up, keeping them going, and evaluating student progress. Teachers and other team members can only make judgments about student response to interventions if the interventions identified are implemented in a manner consistent with the directions used

in researching their effectiveness and if the interventions are tried for a reasonable time period before student response is measured. Premature conclusions on the effectiveness of an intervention can stop an effort that might produce positive results.

13. Post-Intervention Problem Measurement
The degree to which the support team's process is successful is evident in the progress that students make in response to interventions applied. Successful outcomes reinforce student and teacher efforts. Teachers are more willing to continue working with hard-to-teach students when they can see progress. Also, when interventions produce positive results, teachers will use them with other students who have similar difficulties. Outcome evaluation data serves to identify areas in which teams may require in-service training experiences (see element 7).

Collaborative Problem Solving (CPS) Team Benchmark Checklist

Instructions: This checklist is designed to provide administrators and others with an evaluation tool to determine the extent to which a school is implementing a CPS team approach. The evaluator should collect data on the benchmarks through observation of team activities, review of team documents, and direct report by participants and consumers.

Rating Scale:
1 = No evidence
2 = Minimal Evidence Of Implementation
3 = Evidence Showing Beginning *Efforts Toward* Implementation (E.G., Scheduled Training, planning sessions)
4 = Documented evidence of implementation with missing elements (nonessential) or inconsistencies
5 = Documented evidence of full and consistent implementation

Benchmark	Rating	Evidence	Comments
Teachers clearly understand that the CPS team is a regular education, rather than a special education process, and they can explain how it works.	1 2 3 4 5	Ask a teacher what the team is intended to do and how it works, especially how to access help from the team.	***Measures: Essential Element 1***
Teachers have reviewed records, defined the problem based on data, implemented substantive interventions, and measured progress before they meet with the team	1 2 3 4 5	Review *Intervention Record* forms for written descriptions of these steps of the process. Observe a team meeting noting whether the teacher's presentation includes information indicating that she has performed these steps.	***Measures: Essential Element 2***
A staff member assists the teacher in defining the problem and throughout the	1 2 3 4 5	Review *Intervention* Record forms for documentation identifying staff members who are providing support.	***Measures: Essential Elements 1/2***

intervention steps		Ask one of these staff members about how he/she provided assistance.	
The principal or an assistant principal is an active participant in team activities.	1 2 3 4 5	Ask the principal or AP about the current status of team operations. He/she should be able to describe the problem solving steps and the current strengths and weaknesses of the team. It should be clear that the administrator is responding based on direct observation of team activities.	*Measures: Essential Element 3*
The following are members of the core team attend whenever the team meets: Administrator Student's teacher Guidance Counselor Reading Specialist Other teacher Psychologist Social Worker	1 2 3 4 5	Review a sample of *Intervention Record* forms to see which team members consistently attend meetings.	*Measures: Essential Element 4*
The team has met at least 4 times during the past 2 months.	1 2 3 4 5	Review the team's meeting schedule or sample *Intervention Record* forms. If a team does not meet, one can assume that there is not a functioning team	*Measures: Essential Element 4*
Parent participation is evident throughout the entire problem solving process.	1 2 3 4 5	Review a sample of *Intervention Record* forms for parent contact dates or other parent conference documentation.	*Measures: Essential Element 5*
Team meetings are run efficiently with assigned roles (e.g., recorder, timekeeper), time-limited tasks, and production of an intervention plan.	1 2 3 4 5	Observe a meeting for structure and focus. Review *Intervention Record* forms to see if the team is producing intervention plans that clearly describe what is supposed to happen.	*Measures: Essential Element 6*
The team monitors its effectiveness and takes steps to correct any deficiencies identified.	1 2 3 4 5	Ask when the team last allocated a block of time to discuss the efficiency and effectiveness of its operations. Ask how the team is looking at intervention evaluation data to determine what's working and in what areas the team may need to improve upon its procedures or develop additional interventions	*Measures: Essential Element 7*
The interventions used are matched to the target problem and based on evidence of effectiveness.	1 2 3 4 5	Review a sample of *Intervention Record* forms and compare the identified target problem with the description of interventions planned. Ask team members what resources they are using to identify evidence	*Measures: Essential Elements 8/11*

		based interventions for academic and behavioral problems (e.g., Struggling Reader Chart, websites, or resource collections such as the R.I.D.E. program)	
Data are collected to measure the problem when it is identified and to measure the progress of all interventions tried.	1 2 3 4 5	Review a sample of *Intervention Record* forms for specific pre- and post-measures of the target problem. Team members should be able to describe the connections between data collected and decisions that were made about supports for the student.	***Measures: Essential Elements 9/10/13***
The implementation of interventions is monitored and data are collected on student progress in response. A reasonable time is allotted to trying an intervention before making any judgment about efficacy. The team schedules time to review and discuss progress reports on intervention plans being implemented.	1 2 3 4 5	Review a sample of *Intervention Record* forms to see if a team member is being identified to provide follow-up support to the teacher on planned interventions. Check the team agenda for time allocated to follow-up discussion on previous cases. Review a sample of *intervention. Record* forms and look at pre- vs. post-measures of the target problem. Check the interval recorded using 4-6 weeks as a general rule of thumb for "reasonable."	***Measures: Essential Elements 12/13***

Stages of Change

Appendix E

- LULAC
- Meta Consent
- Title III
- ESOL Manual

Table of Contents

ESOL Manual – By Sections at End
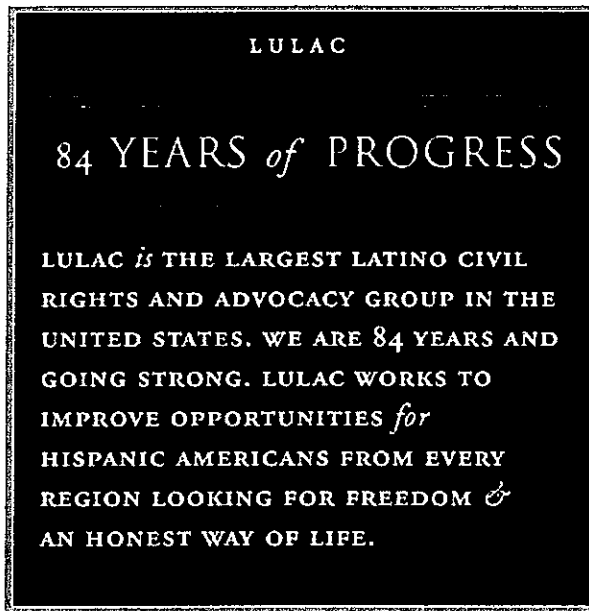
LULAC Outing - 4/21/1929

LULAC History –
All for One and One for All

The League of United Latin American Citizens (LULAC), founded in 1929, is the oldest and most widely respected Hispanic civil rights organization in the United States of America. LULAC was created at a time in our country's history when Hispanics were denied basic civil and human rights, despite contributions to American society. The founders of LULAC created an organization that empowers its members to create and develop opportunities where they are needed most.

How LULAC was founded

In 1945, a California LULAC Council successfully sued to integrate the Orange County School System, which had been segregated on the grounds that Mexican children were "more poorly clothed and mentally inferior to white children." Additionally, in 1954, LULAC brought another landmark case, Hernandez vs. the State of Texas, to protest the fact that a Mexican American had never been called to jury duty in the state of Texas. The Supreme Court ruled this exclusion unconstitutional.

Since then, LULAC has fought for full access to the political process and equal educational opportunity for all Hispanics. LULAC's continues to play an active role in these efforts. LULAC councils across the United States hold voter registration drives, citizenship awareness sessions, sponsor health fairs and tutorial programs, and raise scholarship money for the LULAC National Scholarship Fund. This fund, in conjunction with LNESC (LULAC National Educational Service Centers), has assisted almost 10 percent of the 1.1 million Hispanic students who have gone to college.

LULAC Councils have also responded to an alarming increase in xenophobia and anti-Hispanic sentiment. They have held seminars and public symposiums on language and

immigration issues. In addition, LULAC officers have used television and radio to protest against the "English Only" movement, which seeks to limit the public (and in some cases, private) use of minority languages.

Below is an account of the struggles that LULAC and its members have had to endure in order to improve the status of employment, housing, health care, and education for all Hispanics in the United States of America.

Reasons That Lead To the Formation of LULAC

When the United States of North America annexed a third of Mexico's territory following the Mexican War, nearly 77,000 Mexicans became U.S. citizens. For generations, these citizens were to be plagued by prejudice that would result in overt acts of discrimination and segregation. This prejudice led to the curtailment of many civil rights. The sign, "No Mexicans Allowed" was found everywhere.

In Texas, prejudice and acts of discrimination had reached such extreme proportions that Mexican Americans began organizaing to defend themselves. There were three main organizations: The Order of the Sons of America with councils in Somerset, Pearsall, Corpus Christi, and San Antonio; The Knights of America in San Antonio; and The League of Latin American Citizens with councils in Harlingen, Brownsville, Laredo, Penitas, La Grulla, McAllen, and Gulf.

The Unification Effort

First LULAC Convention - Corpus Christi, TX - 5/17/1929

Ben Garza, leader of Council #4 of the Order of the Sons of America in Corpus Christi, united all Mexican American organizations under one title, one set of objectives, and one constitution. The first of a series of attempts occurred on August 14th, 1927, when delegates from The Order of the Sons of America, The Knights of America, and other allied organizations traveled to Harlingen, to officially form The League of Latin American Citizens.

The President General of The Order of the Sons of America invited the League of Latin American Citizens--then under the leadership of Attorney Alonso S. Perales of

3

Harlingen--to unite with them in order to unify Mexican American organizations. The League of Latin American Citizens approved the idea and a resolution to bring about the merger was adopted.

There were serious doubts regarding the merger due to differences between the leaders of The League of Latin American Citizens and the President General of The Order of the Sons of America. Thus, The Order of the Sons of America and The Knights of America decided to join together regardless of The League of Latin American Citizens' actions. Council #4 of The Order of the Sons of America and The Knights of America considered the proposed merger for a year.

During this time, Alonso S. Perales and Ben Garza were constantly discussing how to bring about the merger. However, the President General of The Order of the Sons of America never called a unification convention. This lead Council # 4 of The Order of the Sons of America to withdraw on February 7, 1929. They voted to have a uniting convention on February 17, 1929, at the Obreros Hall, on the corner of Lipan and Carrizo streets in Corpus Christi.

Delegates from Alice, Austin, Brownsville, Corpus Christi, Encino, Harlingen, La Grulla, McAllen, Robstown, and San Antonio opened the unification convention. They elected Ben Garza as chairmen protem and M.C. Gonzalez as secretary.

The delicate task of uniting these groups was assigned to Juan Solis and Mauro Machado, members of The Knights of America, Alonso S. Perales and J.T. Canales, members of The League of Latin American Citizens, E.N. Marin, A. DeLuna and Fortunio Trevino, member of The Order of the Sons of America. Alonso S. Perales initially proposed the name "Latin American Citizens' League." In response, Mauro Machado suggested they use the word "United" as apropos for the merger and as a way of differentiating the title from "The League of Latin American Citizens". Thus, Juan Solis motioned that the union be "United Latin American Citizens." J.T. Canales friendly amended the motion so that the name read "League of United Latin American Citizens". The amended motion was unanimously passed.

The committee proceeded to adopt the motto proposed by J.T. Canales, "All for One and One for All", to serve as a reminder of the difficulties of unification and as the basis for all future activities of LULAC.

Temporary rules were drawn up until a constitutional convention could be held. A constitutional convention was to be held on 18, and 19 May 1929, in Corpus Christi, Texas, and an executive committee was established to administer LULAC until the convention. The executive committee included Ben Garza as chairman, M.C. Gonzalez as Secretary, J.T. Canales and J. Luz Saena as committee members. On May 18, 1929, at the Allende Hall in Corpus Christi, Texas, Ben Garza called the first LULAC General Convention to order. The assembly promptly adopted a constitution proposed by J.T. Canales and based upon the one used by The Knights of America. Ben Garza was elected President General, M.C. Gonzalez was elected Vice President General, A. DeLuna was elected Secretary General, and Louis C. Wilmot of Corpus Christi, Texas,

was elected Treasurer General. These officers guided a new organization that faced prejudice and skepticism.

First LULAC Convention Invitation - May 1929

Mexican Americans were not allowed to learn English. Thus, they were disenfranchised and unable to vote. Many were unable to pay voting taxes. Thus, their Anglo bosses paid this charge and told them who to vote for.

Many Mexican American families worked in fields, farms, and ranches and their children never went to school. Many were denied jobs because they were perceived as lazy, poorly dressed, dirty, ill educated, and thought to be thieves.

American children had to attend segregated schools known as "Mexican Schools." In those days "Mexican Schools" were legal in the Southwest. These schools were staffed with the worst teachers and the buildings were in deplorable conditions

Discrimination

Discrimination against Mexican Americans was rampant. During those years there were more Mexican Americans hung than the total number of blacks hung during the Civil War. A famous Anglo gunfighter was once asked how many men he had killed. He responded that each notch on the handles of his guns represented one kill and that he had twenty-seven notches, not counting Mexicans. Discrimination knew no age limits. In one incident a young Mexican American girl was eating a dry tortilla and choked to death because her peers were not allowed to get her a drink of water from a "whites only" water fountain. In another incident, LULAC members on a weekend recruitment journey stopped at a hamburger place. One of the men went to the takeout window and placed an order. When the food was ready, he was told that he had to go to the black section to eat his food. He refused, telling the food handler that he was Mexican and not black, and the food was taken away. In another instance, a LULAC member (who later became a LULAC President General) had to dress as a woman in order to get pass a sheriff with rifle in arm who had vowed to prevent LULAC from organizing in his town.

This was the discrimination that led many Mexican Americans to build strong traditions of self-determination. In 1921, courageous men and women in Texas began organizing to ensure that juries reflected the composition of the population and filed suits to have Mexican Americans placed on jury rosters. In 1929, a number of Mexican rights organizations met in Corpus Christi, Texas, and merged into a single group.

February 27, 1929

This was not a day for a meeting. It was Sunday and a day of rest. The rain was filling the dirt streets. But there was an urgent task to be done; the muddy streets were of little concern to those men about to make history. It was a meeting that would merge three largest Mexican American organizations into one.

The merger has been discussed in 1927 during an installation of officers of a newly formed Mexican American organization, "The League of Latin American Citizens", founded in Harlingen, Texas, by Alonso S. Perales. Now on February 17, 1929 the merger was now about to take place in Corpus Christi, Texas.

Latin-American Meeting Planned

Arrangements For Entertaining Convention May 18 and 19 About Ready.

Arrangements for the convention of the United Latin-American Citizens which is to be held in Corpus Christi on May 18 and 19 are about complete.

First LULAC Convention
Preparations Article - 1929

Delegates from three prestigious Mexican American organizations: The Knights of America, The Sons of America, and The League of Latin American Citizens, gathered on this rainy day to attempt to unify. Although many members were hesitant, the leaders of the organizations convinced the delegates of the necessity of a merger. A committee, with two delegates from each organization, was formed. This committee had the responsibility of coming up with rules and a name for the new organization.

This was a delicate task, because each organization had a proud history, its own constitution, its own structure, and a strong leader. The Knights of America of San Antonio, the oldest of the three had done much for its community under the leadership of M.C. Gonzalez. The Sons of America of Corpus Christi, the second oldest and under the leadership of Ben Garza also worked hard for the community. Nevertheless, The League of Latin America Citizens of the Texas Valley, although the youngest of the three, had been effective under the leadership of Alonso S. Perales and was growing at a much faster pace than the other two combined.

After a four hour meeting, the committee decided to combine of the constitutions of the three merging organizations. The name of the new organization would be taken from the youngest of the three with the word "United" added to the name. Thus, "The League of United Latin American Citizens" was formed.

UE UN GRANDIOSO EXITO LA CONVENCION REUNIDA EN CORPUS CHRISTI, TEXAS

Con un entusiasmo desbordante, los "Ciudadanos Unidos de origen Latino" trataron problemas de vital importancia para la raza

La Póxima Convención se Celebrará en Laredo, Tex.

The delegates were pleased with the calm leadership efforts of Ben Garza and elected him the first President General of LULAC. The delegates agreed to hold the first LULAC Convention on May 19, 1929 in Corpus Christi, Texas.

First LULAC Convention Article

Of course, the three merged organizations, which became LULAC were not the only Mexican American organization of that era. Many wanted to revolt and regain the territories that Mexico ceded to the United States of America after the Mexico-Texas War. Others wanted to engage in widespread civil disobedience against local authorities. There were many Mexican Americans that considered LULAC members as

a bunch of "vendidos." They could not understand why LULAC members would embrace an Anglo society that had been so cruel to Mexican Americans. However, the founders of LULAC had seen many Mexican American organizations flourish and disappear within a couple of years, without accomplishments. LULAC founders were determined not to let this occur to LULAC. Therefore, the founders of LULAC forewent many of their convictions in order to avoid suspicions of un-American activities and serve as a safe haven for its members. Many of the official rites that LULAC adopted had never be adopted by any other Mexican American organization. LULAC adopted the American Flag as its official flag, America the Beautiful as its official song, and The George Washington Prayer as its official prayer. Also, LULAC adopted the Robert Rules of Order as its governing rules during meetings and conventions.

These founders envisioned LULAC as an organization that would be strongly accepted by Mexican Americans throughout Texas. In this regard they were correct. However, they were not prepared for the rapid growth of Mexican Americans in the states of Arizona, Colorado, New Mexico and California, all within the first three years of LULAC's founding. LULAC's founders could never have imagined that LULAC would later serve 48 states, Puerto Rico, Mexico, South America, and the armed service base in Heidelburg, West Germany. Nevertheless, the guiding philosophies of the League of United Latin American Citizens supported the inclusion of all those of Hispanic origin and not just Mexican Americans.

The Women of LULAC

LULAC was one of the first national organizations to place emphasis on the role of women. Its first Council #9 was created on February 22, 1934, in El Paso, Texas. By 1938, the league had created the first women's national office in Mrs. Ester Machuca as Ladies Organizer General.

Women continued to serve fundamental roles within LULAC. In 1981, the League elected its first National Vice-President for Women. State coordinators for women carry out local programs for women. A national conference "Adelante Mujer Hispana" and two-day conferences on education and employment have been some of the League's most successful programs.

THE FLORIDA CONSENT DECREE: A SUMMARY

August 2007 marked the seventeenth anniversary of the Florida Consent Decree.

In August, 1990, a judge of the United States District court, Southern District of Florida, signed a Consent Decree giving the court power to enforce an agreement between the Florida State Board of Education and a coalition of eight groups represented by Multicultural Education, Training, and Advocacy, Inc. (META). The coalition of Florida legal services attorneys drafted this agreement regarding the identification and provision of services to students whose native language is other than English. The plaintiff organizations involved in the case represent a broad spectrum of the civil rights/educational community. They are:
- League of United Latin American Citizens (LULAC)
- ASPIRA of Florida
- The Farmworkers' Association of Central Florida
- Florida State Conference of NAACP Branches
- Haitian Refugee Center
- Spanish American League Against Discrimination (SALAD)
- American Hispanic Educators' Association of Dad (AHEAD)
- Haitian Educators' Association

The Consent Decree settlement terms focus on the following six issues:
- Identification and assessment
- Equal access to appropriate programming
- Equal access to appropriate categorical and other programming for Limited English Proficient (LEP) students
- Personnel
- Monitoring
- Outcome measures

TITLE III –Language Instruction
For Limited English Proficient
And Immigrant Students

Title III focuses on helping English Language Learners (ELLs) achieve English proficiency –as a means to academic achievement. The overall goal of the Title III program is to ensure that students with limited proficiency in English learn the language and master challenging academic content standards.

This funding is annually awarded to states, according to the number of ELLs and is not competitive. Some of the approved uses are:

- Classroom instructional assistants (i.e.; ESOL coach/aide, above and beyond Meta agreement)
- Professional development (above and beyond Meta agreement; training)
- Teacher preparation for effective ELL instruction; incorporating curricula and resources regarding appropriate/effective instruction; improving program quality
- Parental involvement -Implementing family education programs, parent outreach and training activities designed to assist parents to become active participants in the education of their children
- Supplemental training that does not lead to ESOL endorsement/certification or META-required training, including: annual staff training for updates at state and national professional development meetings specific to ESOL (i.e., SSTESOL, FABES, FASFEPA)
- stipends for teachers participating in training, and
- substitutes to cover classes for participating teachers.

HANDBOOK
2012 - 2013

English for Speakers of Other Languages (ESOL) Department

Broward County Public Schools

ESOL Department Handbook

2012 – 2013

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Broward County Public Schools

Revised 9/2012 sd

TABLE OF CONTENTS

TABLE OF CONTENTS (continued)

TABLE OF CONTENTS (continued)

TABLE OF CONTENTS (continued)

APPENDICES

SECTION 1

IDENTIFICATION

SECTION 1

IDENTIFICATION

Requirement Status

All students who are classified as ELLs are **required** to participate in a program of English for Speakers of Other Languages (ESOL). To comply with the requirements of the *League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree*, and corresponding Florida State Board of Education rules on ELL services, all schools with students classified as ELLs **must** provide an appropriate ESOL program to meet the specific needs of such students in language learning, academic achievement, and cultural integration. To download a copy of the Florida Consent Decree log on to http://www.fldoe.org/aala/cdpage2.asp .

Students in the ESOL program are required to meet the same curriculum standards as any other student in English/language arts and content area instruction.

ESOL Program Entry Criteria

The Home Language Survey is the first step in identifying a potential ELL, and it must be completed for all students in grades Pre-K through 12 entering a Broward County Public School for the first time. This is required by the *League of United Latin American Citizens (LULAC) et al. v. State Board of Education, known as META Consent Decree*. The Home Language Survey includes three questions and is given at the time of registration. The questions are as follows:

1. **Is a language other than English used in the home?**
2. **Does the student have a first language other than English?**
3. **Does the student most frequently speak a language other than English?**

These questions are contained in the _Student Registration Form_ completed by a parent or guardian. This form must be made available in the home language when feasible. They have been translated into Haitian-Creole, Portuguese, and Spanish (Form # 4709) (see Appendix A).

Registration Procedures

In order to be in compliance with *META Consent Decree*, these procedures must be followed:

- All new students, regardless of language or origin, must be registered at their home school.

- **A social security card/number is NOT required to register** a student for school or to qualify for free or reduced breakfast/lunch. **Please make sure that the school registration form does not list a social security number as a prerequisite for registration.** It is optional. Do not photocopy a student's social security card.

- **Do not ask students or parents for their alien immigration status; do not document any information regarding alien immigration status; and do not ask to see their passports.** If they volunteer the passport, it may be used as proof of age; however, **a photocopy of any portion of the passport cannot be made or kept as documentation. A notation can be made on the registration form that the student's age was verified through the passport.**

- Request and write the student's birthplace on the registration form as part of the registration process.

ELLs who leave State and/or Country

ELLs who leave the state and/or country for 90 or more school days, and then return and re-enroll, should be re-assessed for English language proficiency due to an interruption of ESOL services. However, all measures must be taken to honor time in an ESOL program. The original ENTRY DATE must **not** be modified. Update the PLAN DATE and print an *A07* Panel to document interrupted schooling. All prior documentation shall be maintained in the ELLSEP and/or cumulative folder with an explanation of new data. If a student has been withdrawn but attended another Florida school district, no interruption of ESOL services should occur. Send home *Parent Notification of Continued Placement* (appendix H) if the student will continue receiving services or *Parent Notification of Student Exiting* (appendix N) if they are going to exit.

Collection and Monitoring of Student Data

Schools are responsible for collecting individual student data and maintaining complete and accurate student information in students' cumulative folders and in the State Database (AS400/TERMS). Principals at each school should designate an ESOL Contact who is responsible for maintaining the records of the ELLs enrolled in the ESOL Program. This person works with the teachers, guidance staff, registrar, and data processor to ensure compliance with ESOL Program requirements.

The ESOL Department assists the schools in this process by coordinating the procedures for data collection and maintenance in order to ensure minimal data reporting errors. District ESOL Instructional Facilitators visit some schools and assist the ESOL Contact or school designee with the monitoring, updating, and reporting of accurate ELL data.

Once a student has been identified and determined to be eligible to receive ESOL services, the school Information Management Technician (IMT) enters the following information in the State Database:

- ELL status code (A03)
- Student's native language (A03)
- Parent/guardian primary home language (A03)
- Home Language Survey date (A03)
- Appropriate information on the ELL (A23) screen including Assessment Date, Entry Date, Basis of Entry/Exit, Plan Date and Fund Code
- Student's courses and instructional model code (A10).

The descriptors used in TERMS Database are capitalized and bolded on the *ELLSEP folder* for easy identification. The information entered on the *A23* panel (TERMS) must correlate with the information documented on the ELLSEP folder.

The Educational Technology Services Department records and retains student data in order to send the information required by the state and to generate reports.

School IMTs **may not** open an *A23* panel until a student has been determined to be eligible for the ESOL Program nor should the student be classified as LY based on the affirmative responses to Home Language Survey only. English language proficiency data on ELLs is collected by the school and entered into the AS400/TERMS.

The ESOL Department offers and provides training to school administrators, teachers, guidance staff, registrars, front office staff, and IMTs on the requirements of the ESOL Program, and emphasizes the importance of accurate database documentation and entries to ensure minimal data reporting errors. Refer to the *State Database Guidelines for English Language Learners* for more information.

Q & A   Section 1: Identification

Q: **Must all 3 questions on the Home Language Survey be checked "yes" before a student is referred for testing for aural/oral language proficiency in English?**

A: No. If a parent answers "yes" to **any** of the 3 questions, then the student is assessed to determine eligibility for ESOL program.

Q: **Can parents refuse ESOL services for a student who has been classified as ELL?**

A: No. According to LULAC and the State Board of Education Consent Decree, all students classified as ELL must be provided with comprehensible education in the ESOL Program. This is **not** an opt-out program.

Q: **Should an A23 panel be opened before a K-12 student has been determined to be eligible for the ESOL Program?**

A: No. Additionally, no student should be classified as LY based solely on the affirmative responses to the Home Language Survey.

Q: **Should an A23 panel be opened before a Pre-K student has been determined to be ESOL Program eligible?**

A: Yes. The coding should be LY-T, if a parent answers "Yes" to **any** of the 3 questions on the Home Language Survey.

Q: **Should students who leave the state and/or country for 90 days or more be re-assessed for English language proficiency upon re-enrollment?**

A: Yes. However, if a student has attended another Florida school during this time, no interruption of ESOL services should occur.

SECTION 2

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)
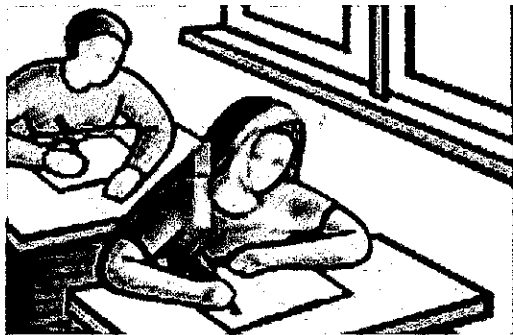
SECTION 2

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT
(PLACEMENT)

Aural/Oral Language Assessment

If a parent answers "no" to all three questions on the Home Language Survey, the student is not considered a potential ELL student. This student will NOT be assessed for English language proficiency.

If a parent answers "yes" to **ANY** of the three questions on the Home Language Survey, then the student is assessed for aural/oral language proficiency in English within 20 days of registration. If the student is not assessed within these 20 days, this period is extended to an additional 20 days, as long as parents are notified in writing in their native language *20-day Parent Notification Letter* (Appendix B).

The aural/oral language assessment instruments used in the Broward County Public Schools are:

- Pre-IDEA Oral Language Proficiency Test (Pre-IPT) 4th Edition – Pre-K (ages 3-5)
- IDEA Oral Language Proficiency Test I (IPT-I) Form G – Grades K - 5
- IDEA Oral Language Proficiency Test II (IPT-II) Form E – Grades 6 - 12

There should be **at least one** district-trained oral language assessor at each school site. Aural/oral assessments for Pre-IPT can be requested from the ESOL Department by emailing the *Request for Assessment Form* (Form 2590A, Appendix C) to esolrequests.com.

Once the student is assessed with the aural/oral language assessment instrument, use the charts correlating the *IDEA Oral Language Proficiency Test Score Levels with Broward County Language Level Classifications* (Appendix D). These charts are used to determine a Broward County language level classification for the student. Broward County's *Language Level Classifications and Descriptions* range from A1 to E (Appendix E). The student's Broward County language level classification should be written on the front of the IPT test booklet and noted on the *Initial Language Classification Assessment Form* (Form # 2590E, Appendix F).

Per the State, districts are required to report percentile scores for Listening and Speaking on the IPT I and II. The ESOL Department provides training for school personnel in the administration and scoring of the IPT I and II.

When students come from other Florida school districts, all English Language Proficiency assessments must be entered in TERMS for active ELLs (LYs) and

students classified as LFs. IMTs are to follow the procedures outlined in the Database Guidelines.

Readministration of the IPT

The District recommends that the time interval between administrations of the IPT should be at least 4 months. Re-administering the same form of the IPT sooner could impact test reliability.

Achievement test scores in reading and writing (language) must be administered as part of the ESOL Program eligibility requirements students that are not eligible for Broward County Language Level Classifications of D and E. Interview and background data will be helpful in determining D and E Broward County Language Level Classifications.

<u>Reading and Writing Standardized Tests</u>

- For students in grades 3-12, the Reading and Writing (Spelling) subtests of the Kaufman Test of Educational Achievement II-Brief Form (K-TEA II Brief Form) **will be administered by District ESOL Program Staff.**

- Email the completed *Request for Assessment Form* to esolrequests.com. **Testing must be completed within 20 days of the student's identification.**

- The K-TEA II Brief Form will be administered according to instructions in the test manual. Percentile ranks will be generated based on grade-referenced norms.

- Percentile ranks obtained from K-TEA II Brief Form will be **recorded on the student's** *Initial Language Classification Assessment Form* (Form # 2590E, Appendix F) and *ELLSEP Folder* (Form # 4300, Appendix G).

- The District ESOL Program Staff will inform the school's ESOL Contact or designee of the results in order for appropriate student placement to be completed. ESOL Contact will record the information in the ELLSEP folder and provide the information to the IMT to enter on TERMS.

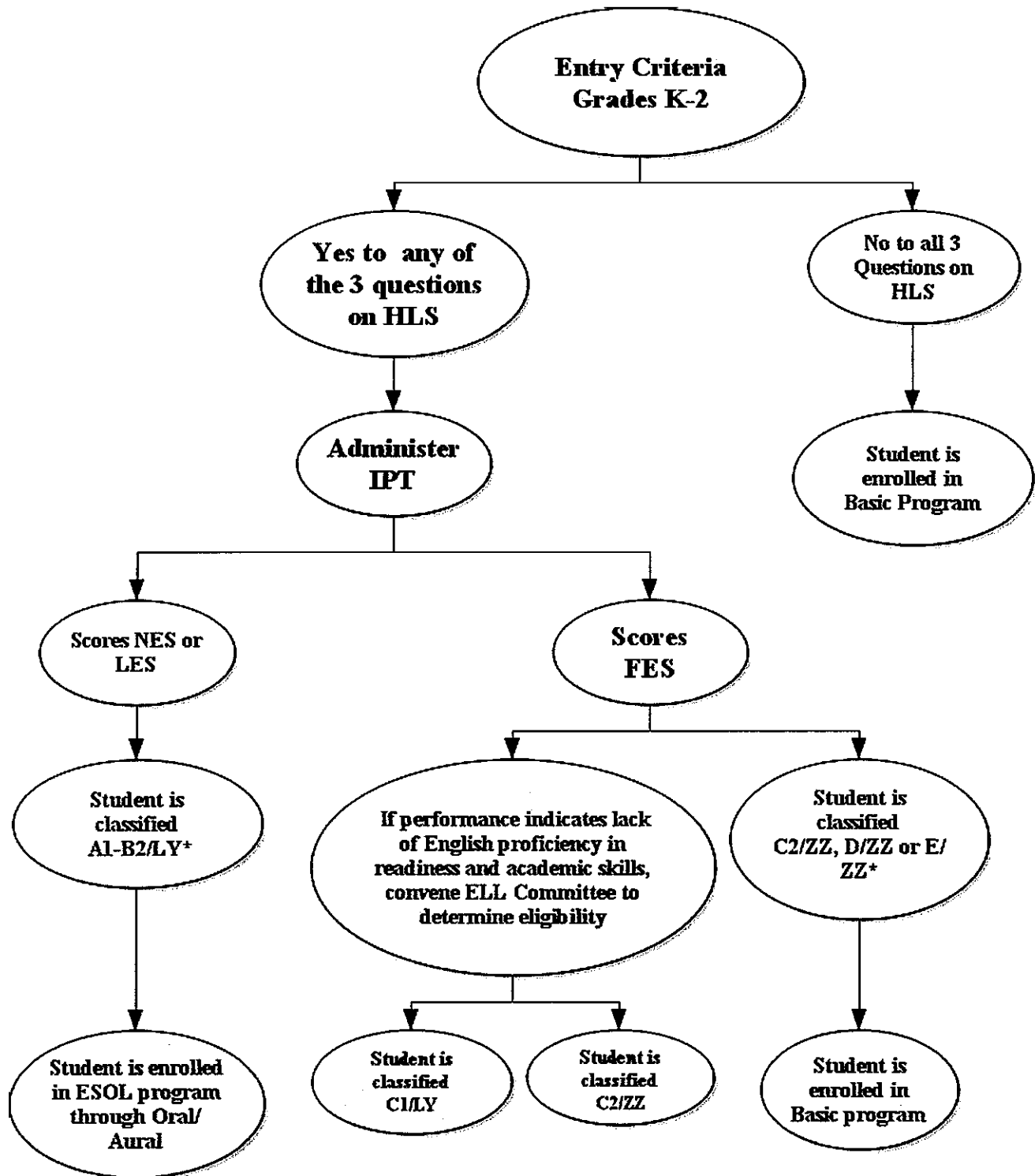The following criteria will be used to determine eligibility for students who score FES in grades 3-12:

- If **both** reading and writing (language) standardized K-TEA achievement test scores are at or above the 33rd percentile, the student is placed in the Basic Program and does not qualify for the ESOL Program. These students are classified C2/ZZ and all testing information is filed in the CUM.

- If **both** reading and writing (language) standardized achievement test scores are at or below the 32nd percentile, the student is placed in the ESOL

Program. These students are classified C1/LY and an ELLSEP folder is initiated. See section 3 of this Handbook.

- If **either** the reading or writing (language) standardized achievement test score is at or below the 32nd percentile, the student is referred to the ELL Committee for placement recommendation in either the ESOL or Basic Program. The ELL Committee may determine if a student needs ESOL services or not according to consideration of at least two of the following criteria:

    (a)   extent and nature of prior educational and social experiences; and student interview;
    (b)   written recommendations and observations by current and previous instructional and supportive services staff;
    (c)   level of mastery of basic competencies or skills in English and/or home language according to appropriate state, and national criterion-referenced standards;
    (d)   grades from the current or previous years;
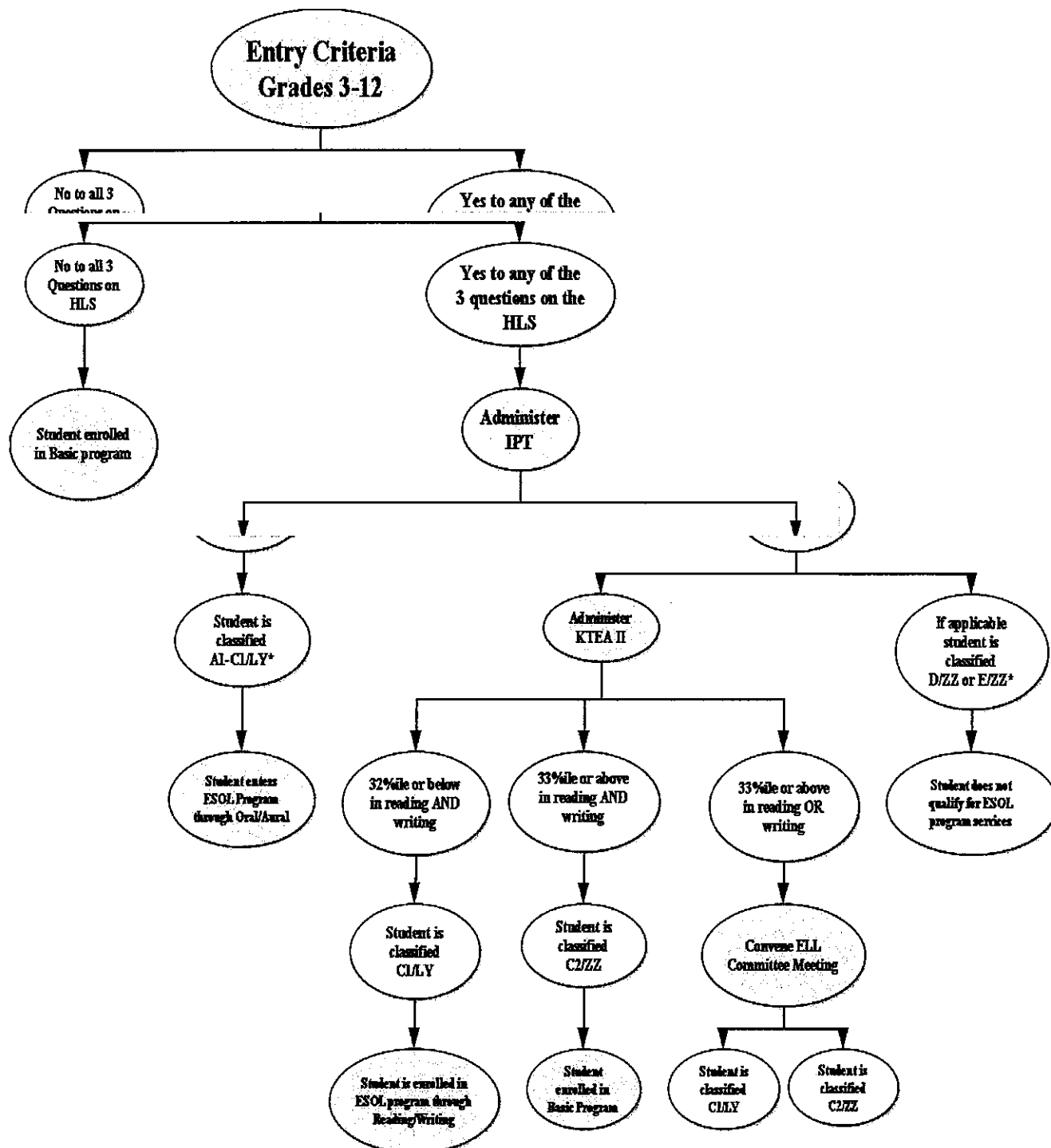   (e)   test results from tests other than CELLA or FCAT

Parents of all students **must be notified by the school** if the student qualifies for the ESOL Program and that he/she will be receiving ESOL services. The *Parent Notification of Placement/Continuation of Services in the ESOL Program* (Form # 4673, Appendix H) is used for this purpose. This form is available in English and the three major languages in Broward County: Haitian-Creole, Portuguese, and Spanish. **Beginning with the 2009-2010 school year, this form must also be provided annually on the anniversary date to inform parents or guardians of the continuation of services in the ESOL Program.**

English Language Proficiency Assessment (Placement)

Entry Criteria Grades K-2

- **Yes to any of the 3 questions on HLS**
  - **Administer IPT**
    - **Scores NES or LES**
      - **Student is classified A1-B2/LY⁺**
        - **Student is enrolled in ESOL program through Oral/Aural**
    - **Scores FES**
      - **If performance indicates lack of English proficiency in readiness and academic skills, convene ELL Committee to determine eligibility**
        - **Student is classified C1/LY**
        - **Student is classified C2/ZZ**
      - **Student is classified C2/ZZ, D/ZZ or E/ZZ⁺**
        - **Student is enrolled in Basic program**
- **No to all 3 Questions on HLS**
  - **Student is enrolled in Basic Program**

*Broward County Language classifications of D and E should always be considered if applicable. Interview and background data in addition to questions on the Initial Language Classification Assessment Form (Appendix F) will be helpful in determining D and E level classifications.

English Language Proficiency Assessment (Placement)

Entry Criteria Grades 3-12

- No to all 3 Questions on...
  - No to all 3 Questions on HLS
    - Student enrolled in Basic program

- Yes to any of the...
  - Yes to any of the 3 questions on the HLS
    - Administer IPT
      - Student is classified A1-C1/LY*
        - Student enters ESOL Program through Oral/Aural
      - Administer KTEA II
        - 32%ile or below in reading AND writing
          - Student is classified C1/LY
            - Student is enrolled in ESOL program through Reading/Writing
        - 33%ile or above in reading AND writing
          - Student is classified C2/ZZ
            - Student enrolled in Basic Program
        - 33%ile or above in reading OR writing
          - Convene ELL Committee Meeting
            - Student is classified C1/LY
            - Student is classified C2/ZZ
      - If applicable student is classified D/ZZ or E/ZZ*
        - Student does not qualify for ESOL program services

*Broward County Language classifications of D and E should always be considered if applicable. Interview and background data in addition to questions on the Initial Language Classification Assessment Form (Appendix F) will be helpful in determining D and E level classifications.

Q & A Section 2: English Language Proficiency Assessment (Placement)

Q: What happens if a student is not assessed within 20 days of registration?

A: This period can be extended to an additional 20 days, as long as the parents are notified in writing in their native language. (See _Appendix B_ for a sample of the letter. A copy of the letter must be kept in the _ELLSEP_ folder.)

Q: Once a student in grades 3-12 scores FES (Fluent English Speaker) on either IPT I or II, what procedures must be followed?

A: Refer to the flow chart in Section 2, for classification procedures.

Q: What is the appropriate time interval allowed between administrations of the IPT?

A: In order to avoid impacting test reliability, the time interval between administrations of the IPT should be at least 4 months.

Q: How are D and E language classifications determined?

A: Interview and background data in addition to questions on the _Initial Language Classification Assessment Form_ will be helpful in making this determination. Refer to Appendix F.

SECTION 3

PROGRAMMATIC ASSESSMENT: GENERATING THE ELLSEP FOLDER

SECTION 3

PROGRAMMATIC ASSESSMENT

ELLs who leave State and/or Country

ELLs who leave the state and/or country for 90 or more school days, and then return and re-enroll, should be re-assessed for English language proficiency due to an interruption of ESOL services. However, all measures must be taken to honor time in an ESOL program. The original ENTRY DATE must **not** be modified. Update the plan date and print an _A07_ Panel to document interrupted schooling. All prior documentation shall be maintained in the _ELLSEP_ and/or cumulative folder with an explanation of new data. If a student has been withdrawn but attended another Florida school district, no interruption of ESOL services should occur. _Parent Notification of Continued Placement_ (Appendix H) must be sent home if the student will continue receiving services **or** _Parent Notification of Student Exiting_ (Appendix N) if they qualify to exit the program.

ELL Programmatic Assessment and Academic Placement

To effectively place ELLs, school personnel should review and document student's prior schooling experiences using school records, transcripts, parent and student interviews and other evidence of educational experiences.

Gathering information about the student's educational background and prior academic placement achievements will provide a basis for developing appropriate placement and scheduling. ELLs must have equal access to all instructional programs. Special attention should be given to placement in honors, college preparatory and advanced placement as appropriate.

Programmatic assessment for new ELLs must be conducted at the school site by trained school staff at the time of initial registration and must be documented in the _ELLSEP folder_. A student's limited English proficiency should not be a factor in determining the student's level of knowledge/skills in the basic subject areas.

At the **elementary level**, especially in the early grades, placement decisions for all students are made based on age-appropriateness. However, as curriculum and student expectations are raised, these decisions become more complicated. Bilingual teachers and bilingual paraprofessionals should be available and used to assist in the programmatic assessment of these students.

At the **middle school level**, ELLs are also often placed in academic classes based on age/grade appropriateness. However, academic assessment must still be conducted and documented for students in sixth through eighth grade. The same guidelines and procedures described above for elementary students may also be applied to middle school students.

At the **high school** level, transcript evaluation and analysis for students who attended schools outside of the United States present unique challenges not encountered on a regular basis by guidance personnel. Appropriate assessment academic skills of ELLs is crucial at this level. Special care must be taken to ensure that (1) ELLs have full and equal access to the entire range of courses offered at the high school, and (2) that the placement of ELLs in courses is not based on English language proficiency level.

Schools should refer to *Foreign Educational Systems: A Guide for the Placement of Foreign Born Students* for guidelines regarding the grade placement of students who enter the district with foreign educational credentials this document is available from the District Guidance Department. The guide also serves as a tool in identifying the grading scale and academic year of each country as well as diplomas awarded upon completion of secondary education.

For Students With Educational Records

In order to evaluate, document, and grant equivalency status to students' prior educational experiences, the school should:

- Conduct a comprehensive interview with the parent/guardian and student.

- Check the academic year of the report card.

- Check the academic calendar of the student's prior school.

- Check that the name of the student corresponds with educational records.

- Verify whether the student was promoted or retained.

- Check subjects that the student passed or failed.

- Determine courses to be transferred and match them to those offered in the district to ensure that the student receives the credits earned.

- Review student records in scheduling courses. Ensure correct placement in the core academic areas such as English, mathematics, science, and social studies. Assist the student's teachers in developing an appropriate instructional program.

For Students Without Educational Records

- Interview the parent/guardian and student regarding the student's previous schooling.

- Generate a general profile of the student using target questions such as:

  ✓ What grade was the student in during the previous year?

  ✓ What courses did the student take?

  ✓ How did the student perform in the prior school setting?

  ✓ At what age did the student start school?

  ✓ What is the total number of years the student has been in school?

  ✓ Was the student ever retained?

  ✓ Were there excessive absences or special circumstances affecting achievement?

- Check the age of the student to determine approximate grade placement.

- Administer placement tests to assess student's academic skills.

Comprehensive parent/guardian/student interviews, teacher-made tests, tests of academic skills administered in English (e.g., Kaufman Test of Educational Achievement II – Brief Form) and/or the students' heritage/native language or other forms of formal or informal assessment should be used in determining the appropriate grade placement of ELLs. All decisions regarding ELLs programmatic assessment and academic placement must be documented in the appropriate section of the *ELLSEP Folder* (Form # 4300) (see Appendix G).

English Language Learner Student Education Plan (ELLSEP) Folder

An *ELLSEP folder* must be generated for each ELL enrolled in the ESOL Program. The *ELLSEP folder* (Form# 4300) (see Appendix G) contains the ELLs **individual educational plan** which must be updated as needed and reviewed annually. Individual student identification and school information should be documented on this folder. It is also used to record initial placement information, programmatic assessment and academic placement, language reclassifications, annual reviews, ELL Committee meetings, student's program exit information and the four monitoring periods. The descriptors used in TERMS database are *capitalized and bolded* for easy identification. The information entered on the *A23* panel (TERMS) must correlate with the information documented on the *ELLSEP folder*.

ELLSEP Folder Documentation Checklist

The following documents must be filed in the *ELLSEP folder*:

❑ Home Language Survey, which is part of student registration form

❑ *Initial Language Classification Assessment,* (Appendix F) (Form # 2590-E)

❑ Notification Letter (in the parents' native language) must be included if the Aural/Oral Language Assessment (IPT) is not completed within 20 days

❑ Aural/Oral Language Assessment (IPT I or IPT II)

❑ Reading and Writing Test (K-TEA II Brief Form) for Grades 3-12 only if applicable

❑ *Parent Notification of Placement/Continuation of Services in the ESOL Program,* (Appendix H) (Form # 4673) signed and dated and in parent's native language is to be sent home annually within 30 days prior to the anniversary date for continued placement in the ESOL Program.

❑ *Parent Notification of Placement/Continuation* of Services in the ESOL Program, (Appendix H) (Form # 4673) signed and dated and in parent's native language is to sent home annually within 30 days prior to the anniversary date for continued placement in the ESOL Program.

❑ AMOUNT OF INSTRUCTIONAL TIME OR SCHEDULE (The amount of instructional time (minutes) the ELL received must correlate with the WFTE claimed and must be documented in the *ELLSEP folder.* A copy of the students' schedule (*A10* Panel) must be filed in the *ELLSEP folder* at the beginning of the school year and whenever there is a schedule change. Schedules must be date stamped when printed or signed and dated (mm/dd/year).

❑ *ELL Committee Meeting Invitation* letters in parent's native language, (Appendix M).

❑ *Accommodations Checklist for Active ELLs (LYs),* (Appendix O and Appendix P).

❑ CELLA Score reports and all other assessments and correspondence not mentioned above which are related to the ELL educational plan (ELLSEP) and programmatic assessment documentation.

❑ *Parent Notification of Student Exiting from the ESOL Program,* (Appendix N). (Form # 4703) in the parents' native language

Generating a Replacement Folder

- Label a new *ELLSEP folder* REPLACEMENT.

- Print the *A03, A07* and *A23* panels and place in the replacement folder.

- Complete as much information on the replacement folder as possible, based on the TERMS panels.

- ELL Committees cannot be recreated.

- All original signatures cannot be falsified.

Q & A Section 3: Programmatic Assessment

Q:　　**When should the Programmatic Assessment be completed?**

A:　　The Programmatic Assessment must be conducted at the school site by trained school personnel at the time of initial registration. The interview should be documented in the ELLSEP Folder.

Q:　　**Does a student's language classification/proficiency determine eligibility for gifted, advanced placement, dual enrollment, etc.?**

A:　　No.

SECTION 4

COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

SECTION 4

COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

ESOL Program Delivery Models

Broward County Public Schools offers ELLs instructional services through the following types of instructional delivery models:

- **ESOL Sheltered-Instruction Classes**
- **Basic Mainstream Instruction**

In both of these instructional delivery models, the instruction provided to ELLs must be equal in amount, scope, sequence and quality to the instruction provided to non-ELLs at the same grade level. Instruction is supported through the use of ESOL instructional strategies. In addition, the curriculum, textbooks and other instructional materials used by ELLs must be comparable to those used by their non-ELL counterparts.

These two types of instructional delivery models are implemented through the following placement options:

1. Sheltered Instruction

Sheltered Instruction (K-12) refers to the instrucional delivery where only ELLS fom different language backgrounds are grouped together to receive instruction in content subject classes, such as Science, Social Studies, Math and English/Language
Arts by highly qalified teachers.

Students are "sheltered" in the sense that they do not compete with fluent speakers of English. Teachers adjust the level of instruction to ensure that students understand the grade level curriculum. This type of instruction enables ELLs to become proficient in English and facilitates the acquisition of academic language necessary to succeed in content area classrooms.

Delivery models will vary by grade levels. In grades K-5, students are clustered by grade level and instruction is differentited by language proficiency in a sheltered (self-contained) classroom. In grades 6-8, students are cluster by grade level and sheltered instruction is differentiated by English language profiiency. In gades 9-12, students are clustered by sheltered instruction (content area) classes and instruction is differentiated by English language proficiency.

2. Basic Mainstream Instruction

Basic Mainstream Instruction (K-12) is implemented in schools with an insufficient ELL enrollment to provide sheltered instruction. In this model, ELLs receive instruction with ESOL strategies in classrooms with non-ELLs. This model requires careful planning and ongoing support from a highly qualified teacher, to ensure that the needs of the ELLs and non-ELLs are met simultaneously and equitably. Implementation of this model will vary for the grade levels. Schools should cluster students strategically in order to maximize instruction and resources available.

Clustering is:
- Developing consistent school-wide guidelines for student placement (according to language classification/proficiency, and/or academic needs) in order to strengthen instructional services
- An all school effort-staff must understand the rationale and system for student placement so that new students are placed appropriately

Benefits of Clustering:
For Students:
- Equal access to all instructional options
- More instructional time and support provided by school staff
- More bilingual support provided by bilingual paraprofessional/teacher
- Social and emotional support from peers who are, themselves, learning English
- Instruction provided by a mainstream teacher trained to work with ELLs
- Access to additional materials that are appropriate for ELLs (manipulatives, visual supports, range of leveled books, etc.)
- Better differentiation of instruction-it is harder to overlook a large group of students when planning for instruction

For Teachers:
- Increased opportunities to collaborate with and learn from other teachers
- More professional development opportunities
- Opportunities to work in small groups for focusing instruction
- Access to more materials for differentiation of the instruction

Instructional Approaches

The META *Consent Decree* (1990) does not prescribe any particular instructional approach or model as the principal vehicle for instruction. However, the Consent Decree does require that understandable instruction must always be provided. The instruction must be comprehensible, equal and comparable in amount, scope, sequence and quality to that provided to English proficient students.

Regardless of which instructional approach is implemented, ELLs must receive course or grade level curriculum, which is aligned with the appropriate benchmarks in the Sunshine State Standards and to the course descriptions. Textbooks and other instructional materials used with ELLs must be the same or comparable to those used with non-ELLs in the same grade.

Sheltered Instruction - Elementary

In schools with ESOL sheltered classes, ELLs (A1-B1) are grouped by grade levels and receive comprehensible instruction from teachers in the area of language arts through ESOL and in all subject areas. Bilingual teachers or paraprofessionals provide native language support. Students are mainstreamed for electives such as art, music, and physical education (see Chart A).

Sheltered Instruction - Middle

In schools with ESOL sheltered classes, ELLs must receive instruction in *Language Arts through ESOL 1, 2* and *3*. *M/J Developmental Language Arts ESOL-Reading* is an elective course, in lieu of Intensive Reading, which could be used multiple times and provides ELLs with additional listening/speaking/reading and writing skills.

Other subject area instruction may be provided in a sheltered setting by a bilingual teacher providing native language support and/or with the assistance of a bilingual paraprofessional. Students must be mainstreamed in classes such as art, music, and physical education (see Charts B & D).
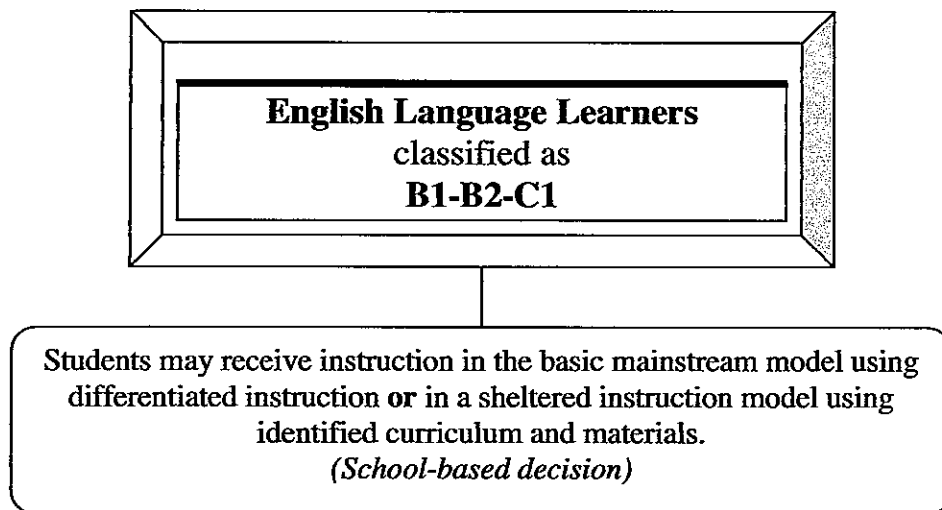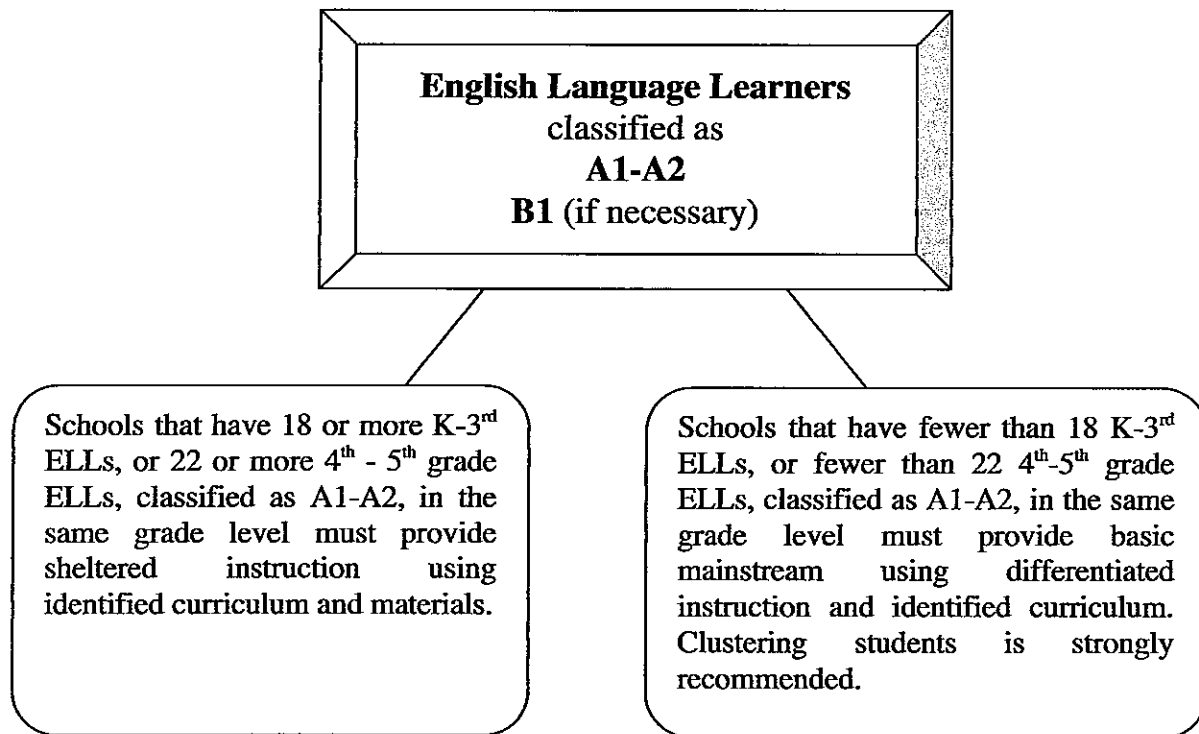
Sheltered Instruction - High

In schools with ESOL sheltered classes, ELLs must take *English through ESOL I, II, III* and *IV* courses to meet graduation requirements for English. These courses also meet Florida Academic Scholars Program requirements for language arts and provide students with appropriate composition and literature instruction.

Developmental Language Arts ESOL-Reading is an elective course, in lieu of Intensive Reading, which can be taken multiple times and provides ELLs with additional listening/speaking/reading and writing skills.

Other subject area instruction may be provided in a sheltered setting by a bilingual teacher using native language support and/or with the assistance of a bilingual paraprofessional. Students must be mainstreamed in classes such as art, music, and physical education (see Charts C & D).

Elementary School ESOL Program *Chart A*

English Language Learners
classified as
A1-A2
B1 (if necessary)

Schools that have 18 or more K-3rd ELLs, or 22 or more 4th - 5th grade ELLs, classified as A1-A2, in the same grade level must provide sheltered instruction using identified curriculum and materials.

Schools that have fewer than 18 K-3rd ELLs, or fewer than 22 4th-5th grade ELLs, classified as A1-A2, in the same grade level must provide basic mainstream using differentiated instruction and identified curriculum. Clustering students is strongly recommended.

English Language Learners
classified as
B1-B2-C1

Students may receive instruction in the basic mainstream model using differentiated instruction **or** in a sheltered instruction model using identified curriculum and materials.
(School-based decision)

Per META Consent Decree, schools with at least 15 students speaking the same native language shall provide at least one aide or teacher, proficient in the same language, and trained to assist in ESOL basic subject area instruction.

Middle School ESOL Program *Chart B*
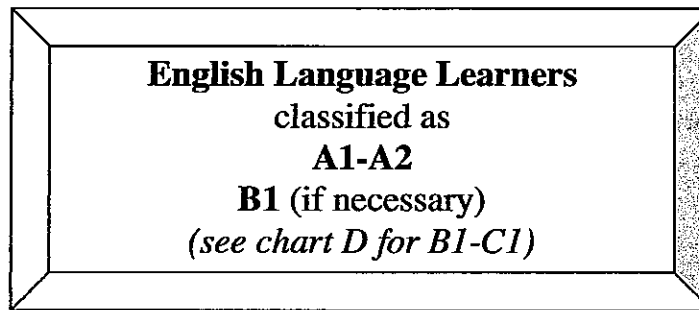
English Language Learners
classified as
A1-A2
B1 (if necessary)
(see chart D for B1-C1)

Middle Schools that have 22 or more ELLs, classified as A1-A2, in the same grade level, must provide **M/J Language Arts through ESOL 1-3** using identified curriculum and materials.

Middle Schools that have fewer than 22 ELLs, classified as A1-A2, in the same grade level, must provide **M/J Language Arts 1-3** in the basic mainstream using differentiated instruction and identified curriculum. Clustering students is strongly recommended.

Schools that have 22 or more ELLs who meet the criteria of A1-A2 language classification and have level 1 or 2 on the FCAT Reading, or no FCAT scores, must receive **Intensive Reading** through **M/J Developmental Language Arts ESOL-Reading** using identified curriculum and materials. Class size should be limited to 22 students per section. Grade levels can be combined.

Schools that have fewer than 22 ELLs who meet the criteria of A1-A2 language classification and have level 1 or 2 on the FCAT Reading, or no FCAT scores, must receive **Intensive Reading** through programs listed in the **K-12 Comprehensive Reading Plan.** Clustering students is strongly recommended.
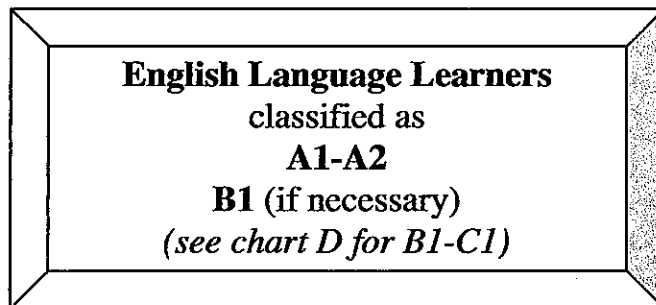
Middle Schools that have 22 or more ELLs classified as A1-A2, must provide **sheltered instruction** in the **Content Area** using identified curriculum and materials.

Middle Schools that have fewer than 22 ELLs classified as A1-A2, must provide **basic mainstream instruction** in the **Content Area** using differentiated instruction and identified curriculum. Clustering students is strongly recommended.

Per META Consent Decree, schools with at least 15 students speaking the same native language shall provide at least one aide or teacher proficient, in the same language, and trained to assist in ESOL basic subject area instruction.

Comprehensive Program Requirements & Student Instruction

High School ESOL Program *Chart C*

English Language Learners
classified as
A1-A2
B1 (if necessary)
(see chart D for B1-C1)

High Schools that have 25 or more ELLs, classified as A1-A2, in the same grade level, must provide **English through ESOL I-IV** using identified curriculum and materials.

Schools that have 22 or more ELLs who meet the criteria of A1-A2 language classification and have level 1 or 2 on the FCAT Reading, or no FCAT scores, must receive **Intensive Reading** through **Developmental Language Arts ESOL-Reading** using identified curriculum and materials. Class size should be limited to 22 students per section. Grade levels can be combined.

High Schools that have 25 or more ELLs classified as A1-A2, must provide **sheltered instruction** in the **Content Area** using identified curriculum and materials.

High Schools that have fewer than 25 ELLs, classified as A1-A2, in the same grade level, must provide **English I-IV** in the basic mainstream using differentiated instruction and identified curriculum. Clustering students is strongly recommended.
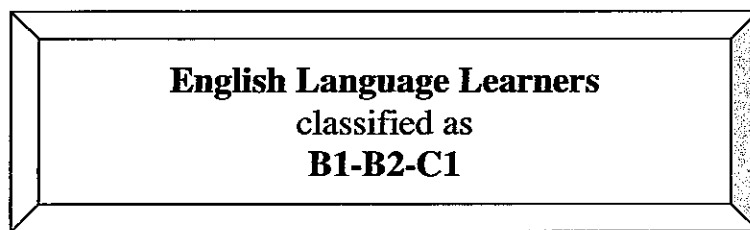
Schools that have fewer than 22 ELLs who meet the criteria of A1-A2 language classification and have level 1 or 2 on the FCAT Reading, or no FCAT scores, must receive **Intensive Reading** through programs listed in the **K-12 Comprehensive Reading Plan**. Clustering students is strongly recommended.

High Schools that have fewer than 25 ELLs classified as A1-A2, must provide **basic mainstream instruction** in the **Content Area** using differentiated instruction and identified curriculum. Clustering students is strongly recommended.

Per META Consent Decree, schools with at least 15 students speaking the same native language shall provide at least one aide or teacher proficient, in the same language, and trained to assist in ESOL basic subject area instruction.

Middle & High School ESOL Program *Chart D*

English Language Learners
classified as
B1-B2-C1

Students in the same grade level may receive **M/J Language Arts 1-3** (grades 6-8) or **English I-IV** (grades 9-12) in the basic mainstream using differentiated instruction and identified curriculum instruction **or** in sheltered instruction using identified curriculum and materials.
(School-Based Decision)

ELLs, who meet the criteria of Level 1 or 2 on the FCAT Reading, or no FCAT scores, must receive **Intensive Reading** through programs listed in the **K-12 Comprehensive Reading Plan.**

ELLs may receive **Content Area** instruction in the basic mainstream using differentiated instruction and identified curriculum **or** in sheltered instruction using identified curriculum and materials.
(School-Based Decision)

Per META Consent Decree, schools with at least 15 students speaking the same native language shall provide at least one aide or teacher proficient, in the same language, and trained to assist in ESOL basic subject area instruction.

<u>Basic Mainstream Instruction - Elementary, Middle, and High School</u>

In schools that do not offer sheltered ESOL classes, ELLs must receive instruction through the basic mainstream.

Basic mainstream using ESOL strategies is one of the delivery models which ensure comprehensible instruction for ELLs. School site administrators are responsible for monitoring the implementation of ESOL strategies by the classroom teacher. Evidence can be observed during classroom visits, through lesson plans, through use of materials and audio-visuals, and through grade book notations. All teachers of ELLs **MUST** document the ESOL strategies used for each lesson in their plan book.

Students are scheduled in academic courses based on their previous schooling as documented by their school records/transcripts and programmatic assessments. In addition, teachers evaluate students' content area knowledge on an ongoing basis and recommend appropriate class placement. These also include honors, advanced placement, and dual enrollment courses. Guidance department staff provides ELLs with information on courses needed based on their post-secondary career plans.

Instructional Support
As per Section IV of the *META Consent Decree*, ELLs in ESOL basic subject area classrooms shall have access to an aide or teacher, proficient in their languages, in addition to a trained ESOL subject area teacher, when the school has at least 15 students speaking the same native language. These aides or teachers are trained to assist in ESOL basic subject area instruction.

Home Language Assistance
Principals or their designees should monitor the number of students by language background in their schools using demographic information from the State Database (TERMS) *A03* panel.
When fifteen or more students of the same language background are identified in the school, the principal or designee **must** ensure that a teacher or paraprofessional proficient in that language is **dedicated and available** to assist ELLs in the classroom *(LULAC et al vs. School Board of Education Consent Decree).*

Teachers who are bilingual and trained in the use of ESOL strategies should deliver instruction in English and provide assistance in the student's native language as needed.

Bilingual paraprofessionals should assist students through the use of the following:

- working in small groups
- translating information
- interpreting test questions and homework assignments as appropriate
- helping students comprehend textbooks and other written materials.

Schools with large populations of ELLs should also provide home language assistance through other bilingual school personnel, including registrars, clerks, guidance counselors, ESOL Program staff, and other school support staff.

In addition, schools **must** provide bilingual dictionaries and may provide resource materials in students' home languages such as computer software, videos, audiotapes, and library books to facilitate content area knowledge development while English is being learned. These resources may be placed in the school's media center. For a suggested list of bilingual dictionaries, visit our department website at www.broward.k12.fl.us/esol/Eng/ESOL/index.html

Instructional Model Codes

The courses (listed in the Course Code Directory) and the instructional strategy codes and course flags must be used to document that appropriate services are provided to ELLs.

The instructional model code indicates the type of instruction an ELL receives in each course (language arts, math, science, social studies, and computer literacy). This code must be entered in the data element of the Student Course Schedule Format (*A10* Schedule Detail).

The following chart describes the instructional model codes that must be used, based on the ELL code of the student to provide ELLs comprehensible instruction.

ELL Status Code A03 Panel (TERMS)	Instructional Codes (flags) A10 Detail (TERMS)	Instructional Model and Courses
LF	Z	
LZ	Z	
LY	E	Sheltered (Self-Contained) English
LY	S	Sheltered (Self-Contained) Core/Basic Subject Areas
LY	I	Mainstream (Inclusion) English
LY	C	Mainstream (Inclusion) Core Basic Subject Areas
ZZ	Z	

Instructional model codes for LY students MUST be provided for each eligible weighted FTE course the student is enrolled in and reported under the student course schedule format, regardless of funding source or program placement.

ESOL Program Instructional Delivery Chart

The required elements for ESOL sheltered classes and Basic Program using ESOL strategies are presented in the following chart.

SUGGESTED ELEMENTS FOR INSTRUCTIONAL DELIVERY IMPLEMENTATION

ESOL Sheltered CLASSES	BASIC PROGRAM USING ESOL STRATEGIES
• Sufficient ELL enrollment	• Insufficient ELL enrollment to provide self-contained classes
• Teacher selection is based on ESOL endorsement, experience, sensitivity to ELLs needs, and willingness to make content comprehensible.	• Teacher selection is based on ESOL endorsement, experience, sensitivity to ELLs needs, and willingness to make content comprehensible.
• Consideration of ELLs language classifications (A1 - C1) and language and academic needs.	• Consideration of ELLs language classifications (A1 - C1) and language and academic needs.
• Consideration of ELLs educational background (literate vs. pre-literate) for program placement	• Consideration of ELLs educational background (literate vs. pre-literate) for program placement.
• Utilization of the following materials: 1. Grade Level State/District adopted materials 2. District-recommended supplementary ESOL materials 3. State adopted Language Arts ESOL textbooks 4. Content area textbooks in the student's native language. 5. Implementation of ESOL Strategies	• Utilization of the following materials: 1. Grade Level State/District adopted materials 2. District-recommended supplementary ESOL materials 3. Implementation of ESOL Strategies
As per the META Consent Decree, schools with at least 15 students speaking the same native language shall provide at least one aide or teacher proficient in the same language, who is dedicated and available, to assist in ESOL basic subject area instruction.	
• Guidance counselors who provide individual and group counseling to meet the students' affective needs	• Guidance counselors who provide individual and group counseling to meet the students' affective needs
• Grade and age - appropriate curriculum	• Grade and age - appropriate curriculum
• Equal access to all categorical/educational programs (i.e., Title I, DOP, ESE, Gifted, Magnet, Dual Enrollment, etc.)	• Equal access to all categorical/educational programs (i.e., Title I, DOP, ESE, Gifted, Magnet, Dual Enrollment, etc.)

ESOL Weighted FTE Funding

The FEFP Program number for English for Speakers of Other Languages (ESOL) KG-12 is 130. Section 1003.56, F.S., only permits ESOL weighted FTE funding in Basic ESOL (Language Arts/English) using ESOL strategies, ESOL electives, and ESOL or home language instruction in math, science, social studies, and computer literacy. For a complete list of *Courses eligible for ESOL Weighted FTE* refer to <u>Appendix I</u>.

Implementation of the K-12 Comprehensive Reading Plan (Found in BEEP under Teaching Resources)

In compliance with the policy and guidance developed by the Just Read, Florida! Office for district implementation of the Florida Education Finance Program (FEFP) Reading Allocation, the district has developed a Comprehensive Reading Plan for all students in grades K-12. This plan addresses the requirement that students who are reading below grade level or who score a level 1 or 2 on FCAT in Reading should be enrolled in intensive reading. As required by Section 1003.56, F.S., ELLs are to be provided with comprehensible instruction that is equal in amount, sequence and scope as that provided to non-ELLs. Therefore, the following guidelines should guide schools in determining the appropriate placement for ELLs not reading on grade level in English.

ELLs in **elementary grades** who meet the criteria for Intensive Reading must receive additional support in addition to grade-level instruction in Reading/Language Arts. This instruction will incorporate a language development focus, including instruction in the acquisition of listening, speaking, reading and writing in English.

Developmental Language Arts ESOL-Reading (6-12) is a course designed for ELLs who are non-English speaking and/or at the beginning level of English language proficiency and score a level 1 or 2 on FCAT Reading. Listening, speaking, reading, and writing are made comprehensible through instruction in English using strategies and techniques appropriate to their level of English proficiency and reading ability. English language development is strongly emphasized and incorporated into reading and writing instruction. Literacy programs that provide instructional support of oral language development in English, aligned with high-quality literacy instruction are the most successful. This course is in lieu of intensive reading; therefore, it must follow guidelines set forth in the district K-12 Comprehensive Reading Plan. The Middle and High School Placement Charts in the K-12 Comprehensive Reading Plan are very specific as to the time that students must be enrolled in Intensive Reading courses. Highly qualified teachers instructing this course must have a Reading and ESOL Endorsement or Certification.

Middle School Example	M/J Developmental Language Arts ESOL-Reading Course Number: 1002181
High School Example	Developmental Language Arts ESOL-Reading Course Number: 1002381

Instructional Framework for Developmental Language Arts through ESOL

The goal of the Middle and High School *Instructional Framework for Developmental Language Arts through ESOL* is to address the needs of the English language learner and to incorporate the development of Reading, Writing, Listening and Speaking instruction as an integrated curriculum. The delivery of effective instruction in the Developmental Language Arts ESOL-Reading course will employ ESOL strategies in order to support students as they embark on learning the subject content. This course, in conjunction with the *Instructional Framework,* will enable students to receive instruction at their linguistic levels and, as proficiency develops, the amount and complexity of their language use will increase.

The *Instructional Framework* consists of:
- Refer to http://esol.browardschools.com under Best Practices to print the Instructional Framework.

English Language Proficiency Standards
The English Language Proficiency Sunshine State Standards have been aligned by grade level and English language proficiency levels. This document provides sample performance indicators to make academic content comprehensible to ELLs and illustrates how ELLs may demonstrate benchmark achievement at different language proficiency levels. Refer to http://esol.browardschools.com and link to Best Practices to print these standards for the appropriate grade level.

Equal Access to All Areas and Instructional Levels
The school principal and guidance department staff take appropriate steps in the placement of ELLs into the core academic subjects. In cooperation with the faculty, they verify the student's level of learning in each of the grade level appropriate courses. Testing, parent/guardian and student interviews, as well as review of records and programmatic assessment are used by schools for the verification process. District ESOL Administrators and ESOL Instructional Facilitators assist schools in ensuring that ELLs are appropriately assigned to grade and class level, with special attention to the placement of ELLs in honors, college preparatory, and advanced placement courses.

Program goals and objectives for ELLs in the basic subject areas of social studies, science, mathematics, and computer literacy are the same as the program, goals and objectives for all students. They must meet the Sunshine State Standards and Common Core State Standards established by the Florida Department of Education. The content of the curriculum for ELLs in each of the basic subject areas is the same in scope, sequence and quality as the instruction provided to non-ELLs. Instructional delivery, not content, is modified to meet the needs of ELLs. Teachers of social studies, science, mathematics and computer literacy are certified in their assigned subject areas and receive appropriate ESOL training, as required by the state, when ELLs are enrolled in their classes. Teachers of language arts and elementary grades are also certified in their areas and are required by the state to obtain the ESOL Endorsement, which is added to their Florida State Teaching Certificate.

A *Summary of Best Practices in ESOL Program Implementation* has been included for further reference. It summarizes successful practices that can be implemented in the schools.

Comprehensible Instruction

In accordance with Florida law, ELLs are entitled to comprehensible instruction through a curriculum that is equal in scope and sequence to the curriculum provided to non-ELLs. The method of program delivery, whether as an ESOL Sheltered or Basic Mainstream provides comprehensible instruction to ELLs through the use of ESOL instructional strategies, appropriate supplemental materials, and native language assistance from bilingual teachers and/or paraprofessionals. A list of translated *Vocabulary for School System Personnel* has been included as Appendix K.

The following are some of the approaches used to ensure that comprehensible instruction is provided for the ELLs:

- teacher/paraprofessional-student interaction is in both languages when possible;
- the curriculum is structured so that prior knowledge is considered;
- methods and materials used in the program reflect second language acquisition strategies and needs;
- all subject matter is introduced in English, using ESOL instructional strategies, in a way that can be understood by the ELL; bilingual dictionaries are used to support instruction.

It is the responsibility of the teacher to ensure that the student understands the instruction being provided.

ESOL Instructional Strategies

ESOL instructional strategies are crucial to the development of academic and oral language skills of ELLs. Through the use of these strategies instruction is modified and made comprehensible, providing students with cognitive practice to improve processing and production of the content material. The teacher of ELLs uses a variety of symbolic and concrete referents to illustrate meaning.

Students performing at the beginning level of English proficiency require learning activities which are higher in context and lower in cognitive demand. A lot of contextual support in the form of realia, visuals, hands-on activities, lab experiments and many others is needed, not only to instruct the students, but also to assess and monitor their progress.

As the students acquire more academic language, the learning activities should require "higher" cognitive skills and less contextual support until finally the ELL is able to master activities which are abstract in nature without contextual support. Mastering this kind of "academic language" is much more difficult than mastering "conversational language" and it takes much longer. Cummins' Quadrants illustrate how the degree of context and degree of cognitive demand can be arranged to characterize language and learning activities for ELLs.

The instruction provided to the student is made comprehensible by the use of ESOL strategies, supplemental materials and bilingual assistance. This will facilitate accurate and fair grading of student progress.

In addition to adapting the instruction according to the student's level of English proficiency, teachers must also be aware of the student's prior knowledge of the topic being taught.

Beginner ELLs **with** academic skills in their native language will require activities high in context, so they can transfer these academic skills when performing activities which require high levels of cognitive skills.

Beginner ELLs with **little or no previous schooling in their native language,** and without prior knowledge of the topic being taught, face additional challenges. Teachers will need to instruct these students with strategies that are high in contextual support and build the necessary background knowledge.

In order to assist teachers with the required documentation of ESOL Instructional Strategies, the ESOL Department, in a joint effort with the Broward County Teachers Union, has developed an *ESOL Instructional Strategies Matrix* and *Addendum* to assist in this documentation (see Appendix L). This instrument has been approved by the Bureau of Student Achievement through Language Acquisition (SALA) of the Florida Department of Education and is aligned to Marzano's High Yield Strategies.

Note: **SALA states that having the list of ESOL instructional strategies in the plan book is not sufficient documentation.** For example, if a teacher is using Total Physical Response (TPR) as a strategy, the corresponding code (A-1) must be documented in the teacher's plan book **for that lesson.**

Lesson Plans

Teachers must plan lessons that incorporate language development by:

- offering many opportunities for students to listen, speak, read and write;
- using cooperative activities;
- creating an environment where students are engaged in meaningful, comprehensive, and useful language activities;
- aligning the lessons with Sunshine State Standards and documenting benchmarks as required by the state;
- focusing on critical thinking and problem-solving skills;
- providing opportunities for active participation in the learning process

Teachers must document the implementation of ESOL instructional strategies for each lesson in the plan book by using the appropriate codes from the *ESOL Instructional Strategies Matrix* (see Appendix L).

Accommodations offered to ELLs during most statewide assessments are part of the _ESOL Instructional Strategies Matrix_. These include the following: A-5 Flexible Setting, A-6 Flexible Timing, A-4 Flexible Scheduling, A-2 Limited Assistance in the Heritage Language, A-1 Bilingual Dictionaries. **These accommodations must be used during regular classroom instruction throughout the year as appropriate to ELLs needs.**

ESOL Instructional Materials
The ESOL Program develops ELLs' English language skills while maintaining the students' academic progress in content area instruction. Content area teachers employ a variety of teaching strategies identified for second language learners to convey skills and concepts to ELLs. Teachers use appropriate materials to make the essential content information understandable to ELLs and differentiate instruction to meet their needs. Teachers must ensure that students in sheltered ESOL content classes receive instruction that is comparable in amount, scope, sequence and quality to the instruction received by non-ELLs. This is accomplished by following the curricula frameworks and standards for their subject areas. Schools are responsible for ordering ESOL and content area materials for ELLs. For a list of Suggested Supplementary Materials, refer to http://esol.browardschools.com

ELL Grading Guidelines
Grading ELLs can take some adjustment because teachers must separate the students' content area knowledge from their knowledge of English. Therefore, teachers should assess what students know and can do rather than their ability to express this in English.

When grading and reporting the progress of ELLs, the following are some of the factors that should be considered:

- The student's level of English proficiency may affect his or her ability to communicate content knowledge.
- Previous educational background, including native language literacy level, impact current functioning.
- The _Florida META Consent Decree_ requires that teachers provide comprehensible instruction to ELLs.
- A variety of assessments, including alternative assessment techniques, such as mapping, webbing, illustrations, diagrams, portfolios, projects and teacher observations can be accepted in lieu of the more traditional language-based assessments used with non-ELLs. Most alternative assessments take place in relaxed settings with flexible time limits.
- Grading should be a "combination of process and product" for all students. Grades should reflect a variety of performances, such as participation, projects, portfolios, and oral explanations. Using only "product criteria" for grading would not recognize some of the students for their effort, and for the things that they do well, which are an equally legitimate and relevant part of the criteria for grading them.

The following are specific guidelines for teachers to follow when grading ELLs:

- Explain grading criteria and expectations to students and provide them with samples of student work meeting these performance expectations.
- Modify the curriculum by reducing the language demands of instruction, without compromising the content of instruction.
- Provide comprehensible instruction to ELLs. This can be accomplished through the use of _ESOL instructional strategies_, alternative assessments, supplementary materials and native language assistance.
- Document the use of _ESOL Instructional Strategies_ and alternative assessment in the teacher plan book (see Appendix L).
- Document other modifications, accommodations and parent contacts made for each ELL.
- In elementary schools, ELLs must be identified as such on the report card by checking "Receiving ESOL Services" under the appropriate marking period.
- Parents of ELLs must be informed that grading reflects the academic achievement of their child based on a modified curriculum and use of ESOL instructional strategies. This must be documented in the comment section of the report card, on interim reports, and/or on parent conference forms.
- Parent must always be notified if their child is working below grade level.
- For promotion/retention of ELLs, refer to _School Board Policy 6000.1._

The grading of ELLs must be based on the knowledge and skills that the students are able to demonstrate when the appropriate curriculum, materials, modifications, and instructional strategies are implemented by the teacher.

Promotion and Retention of ELLs

The School Board of Broward County has revised Policy 6000.1 Student Progression Plan in order to align the policy with current state and local requirements. This policy includes areas such as: Promotion criteria, Alternative promotion criteria: Good Cause, Student Retention and Reporting Student Progress. Refer to this policy and its corresponding Procedural Manual for additional information. All retentions must be taken to an ELL committee and documented in the _ELLSEP Folder_.

Response to Intervention (RtI)

Overview

Response to Intervention (RtI) is defined as "the change in behavior or performance as a function of an intervention (Gresham, 1991). RtI is implemented as a leveled or tiered approach to instructional delivery that includes interventions of increasingly higher intensity, based on a student's need. Assessment data provide the evidence of student learning, and based on this information, decisions are made about the most appropriate instruction, including interventions, that will help a student learn. The delivery model is one of tiered interventions for both academic and behavior problems. Academically,

the vast majority of students (75-80%) are served in Tier 1 with the district's core curriculum. Behaviorally, the vast majority of students (75-80%) are served with Tier 1 universal interventions, a small percentage (10-15%) are served in Tier 2 with strategic interventions and a very small percentage (5%) are served in Tier 3 with comprehensive and intensive small group or individualized interventions.

What Does RtI Add to Collaborative Problem Solving (CPS)?
While CPS provides the basic infrastructure for intervention planning and implementation, RtI adds three essential components. These components are: (1) *a tiered system of intervention delivery* that becomes progressively more intensive in relation to the student's identified problem(s); (2) use of *evidence-based interventions* that are research based and supported by a proven "track record" of effectiveness with the student's identified problem(s); and (3) systematic *progress monitoring* of interventions to evaluate their effectiveness.

A Tiered System of Intervention Delivery
RtI is constructed around a 3-tiered model of intervention delivery **Tier 1** is called "universal" because the methods used at this level are what all students receive. **Tier 2: Strategic/Targeted.** At Tier 2, at-risk students who are struggling with either academics are identified and provided with interventions targeted to their specific needs. As noted above, these interventions are supplemental to Tier 1 strategies and are generally delivered in a small group format. How are such students identified? A combination of existing methods may be used to accomplish this task. For academic subject areas, screening strategies such as benchmark testing, use of the FAIR, DAR results, DIBELS results, etc. should be routinely used to identify students who are struggling with academic content. When the record of screenings demonstrates a consistent pattern of performance that is below age or grade-level expectations, consideration should be given to whether or not the student would benefit from Tier 2 interventions. Decisions about whether to try Tier 2 interventions, and what strategies should be used, are made by the CPS team at the school. **Tier 3: Intensive.** Students who continue to make insufficient progress toward age or grade-level standards with Tier 2 interventions are identified and selected for Tier 3 interventions. The progress monitoring data from Tier 2 interventions allow the CPS team to make this determination. If progress monitoring indicates that the student is not closing the "performance gap" (e.g., is not making sufficient progress toward the pre-defined goal or standard) with Tier 2 methods, then Tier 3 strategies should be tried. The essential change from Tier 2 to Tier 3 is one of "intensity"—that is, a change in *frequency* of intervention (e.g., from 3 days/week to 5 days/week), *duration* of intervention (from 30 minutes/session to 45 minutes/session), *method* of intervention (e.g., from group counseling for problems with anger management to a PBIP along with individual counseling), or a combination of some or all of these increases in intensity of intervention delivery.

RtI FOR ENGLISH LANGUAGE LEARNERS
In implementing RtI approaches with ELLs, a significant challenge is determining students' knowledge and skills in their first language and then understanding their performance in their second language (English). RtI has the potential to affect positive change for ELLs by requiring the use of research-based practices based on individual children's specific needs. All ELLs, however, need culturally and linguistically

appropriate instruction, no matter the educational setting. In other words, instruction and interventions must consider a student's cultural background and experiences as well as their linguistic proficiency (in both English and the native language) in order for instruction to be *appropriate.*

Q: How can I tell the difference between a reading "disability" and reading difficulties in ELLs?
A: ELLs need explicit, intensive instruction to support their word reading skills, whether they have a reading disability or not. If they respond to this instruction (Tier 1, Tier 2), the difficulties that they are having are not due to a "disability". The majority of ELLs develop word-reading skills that are equally as accurate and fluent as their classmates, without any significant delays. However, these same children often have low English vocabulary knowledge and reading comprehension skills.

Q: What skills must educators have to effectively implement RtI for ELLs?
A: Personnel need to know about the development of oral language, early literacy, students' home language, contextual considerations, and the cultural background of students.

Q: How is progress monitoring effectively implemented with ELLs?
A: Monitor ELLs' progress as frequently as the other students. Consider students' accents and pronunciations when scoring English measures and provide appropriate interpretations when words are mispronounced. Do not penalize students for dialect features. When making comparisons to the peer group, the appropriate reference group is other ELLs with similar language classifications and background characteristics, *not* same-age peers in the classroom from the dominant culture.

Q: How is Tier 1 instruction effectively implemented for ELLs?
A: Do not wait for English oral language to meet grade-level expectations before providing reading instruction. Provide instruction in early reading while also providing support for English oral language development. Integrate academic language into core instruction across subject areas.

Q: How is Tier 2 intervention effectively implemented for ELLs?
A: Do not wait for English oral language to improve before providing supplemental reading intervention to students who demonstrate weak reading skill or have evident reading difficulties in English.

Q: How is Tier 3 intervention effectively implemented for ELLs?
A: This level of intervention needs to be provided by a teacher (or other professional) with a strong background in literacy and an understanding of the educational needs of ELLs. Strategies and instructional routines such as repetitive language, modeling, time to practice and discuss reading, and systematic and explicit instruction are beneficial with ELLs who have reading difficulties.

Web Sources and Resources
Language Level Classifications and Descriptions
http://www.broward.k12.fl.us/esol/Eng/ESOL/PDF/Handbook/Appendices

ESOL Instructional Strategies Matrix
http://www.broward.k12.fl.us/esol/Eng/ESOL/PDF/Handbook/Appendices

Description of Supplementary Materials
http://www.broward.k12.fl.us/esol/Eng/What's%20New/PDF/DescSuppESOLElem
Materials

National Center on Response to Intervention
http://www.rti4success.org/

Florida's Response to Intervention
http://www.fldoe.org/Schools/florida-reponse-to-intervention.asp

Florida Center for Reading Research
http://www.fcrr.org/

RtI Network
http://www.rtinetwork.org/Learn/Diversity/ar/EnglishLanguage

The National Center for Culturally Responsive Educational Systems (NCCRESt)
www.nccrest.org/Briefs/Framework_for_RTI.pdf

*Source: RtI Action Network. "Response to Intervention in Reading for English Language
Learners." Retrieved from*
http://www.rtinetwork.org/Learn/Diversity/ar/EnglishLanguage

Q & A Section 4: Comprehensive Program Requirement and Student Instruction

Q: **What is sheltered instruction?**

A: Sheltered instruction refers to the instructional delivery model in which only ELLs from different language backgrounds are grouped together to receive instruction by highly qualified teachers.

Q: **Where can intensive Reading Programs for ELLs who are Level 1 or 2 in reading, or who have no FCAT scores, be found?**

A: The list of programs can be found in the K–12 Comprehensive Reading Plan, found in BEEP under Teaching Resources. These programs are on the Struggling Readers Chart.

Q: **Are schools required to provide assistance in the home language?**

A: According to Section IV of the Florida Consent Decree, ELLs in ESOL basic subject area classrooms <u>shall</u> have access to an aide or teacher, proficient in their language, <u>in addition</u> to the subject area teacher, when the school has at least 15 students speaking the same native language.

Q: **Is it sufficient documentation of instructional differentiation for ELLs, if a teacher includes the ESOL Instructional Matrix in their teacher plan-book?**

A: No. For each lesson, the corresponding code for each strategy must be documented in the teacher's lesson plan.

SECTION 5

STATEWIDE ASSESSMENTS AND ACCOMMODATIONS
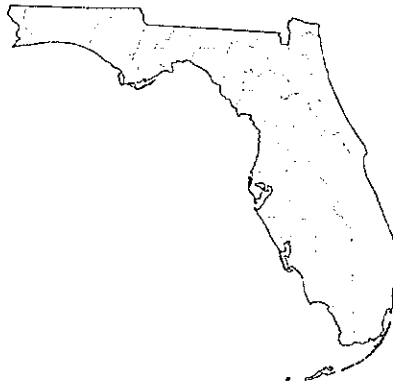
SECTION 5

STATEWIDE ASSESSMENT

The Comprehensive English Language Learning Assessment (CELLA)

CELLA is a statewide assessment for all active ELLs and identified LFs in grades K-12, which assesses the four language modalities: listening, speaking, reading and writing. This comprehensive test:

- addresses NCLB requirements for Title I, (Part A) and Title III
- aligns to the Language Arts through ESOL Curriculum. Language Arts Through ESOL represents the "vehicle" by which ELLs demonstrate mastery of the Sunshine State Standards.
- provides data for reporting Annual Measurable Achievement Objectives (AMAOs) required by Title III of NCLB.

The CELLA is designed to provide evidence of program accountability per Title III of NCLB; charting student progress over time for AYP; information for placement decisions; diagnostic information about individual students' strengths and weaknesses in English.

Accommodations for ELLs in the Administration of Statewide Assessment

ELLs are provided accommodations in the administration of statewide assessments consistent with the requirements of State Board of Education rule 6A-6.09091 and with Appendix A of the FCAT Test Administration Manual.

Students who have exited the program (LF), and are being monitored, are not eligible to receive testing accommodations.

As stated in Appendix A of the FCAT Test Administration Manual:

Districts are required to offer accommodations to ELLs who are currently receiving services in a program operated in accordance with an approved district ELL Plan. Permissible accommodations for these ELLs are listed below. The test may be administered with any one of these or a combination of accommodations that are determined to be appropriate for the particular needs of the ELL. However, all testing, with or without accommodations, must be completed during the prescribed testing dates shown on the inside front cover of this manual.

Flexible Setting. ELLs may be offered the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher acting as test administrator. Parents must be informed of this option for students not of legal age and shall be given the opportunity to select the preferred method of test administration (Appendix P).

Flexible Scheduling. ELLs may take a session of the test during several brief periods within one school day; however, a session of the test must be completed within one school day.

Additional Time. ELLs may be provided additional time; however, a session must be completed within one school day.

Assistance in Heritage Language. For the mathematics and science tests and the prompt portion of the writing test, ELLs may be provided limited assistance by an ESOL or heritage language teacher using the student's heritage language. The teacher may answer specific questions about a word or phrase that is confusing the student because of limited English proficiency, but is prohibited from giving assistance that will help the student solve mathematics problems and answer writing and science test items. A student's questions must not be answered in a way that would lead the student to infer the correct answer to an item. The teacher may answer specific inquiries concerning a word or phrase in a writing assessment prompt that is confusing the student because of limited English proficiency. In no case shall assistance be given to the student in responding to the writing assessment prompt. The teacher is prohibited from reading the entire prompt to the student. If the assessment is administered to a group of students, the teacher may answer questions about directions for the benefit of the group; questions of clarification from individual students must be answered on an individual basis without disturbing other students.

For the reading test, the ESOL or heritage language teacher may answer student questions about the general test directions in a way that the student would not be led to infer the correct answer to any of the items. The teacher is prohibited from reading words to the student from the passages, test items, and performance tasks, and from answering student questions about the passages, test items, and performance tasks.

In addition to the information above, the ESOL or heritage language teacher may answer student questions about the general test directions in their heritage language. **All student responses must be written in English.** Responses written in languages other than English will not be scored.

Approved Dictionary. ELLs must have access to an English-to-heritage language translation dictionary and/or heritage language-to-English translation dictionary, such as those made available to ELLs in an instructional setting. However, a dictionary providing definitions written exclusively in the heritage language or in English may not be provided. Use of electronic dictionaries is strictly prohibited and may be cause for invalidation.

Training is provided on the procedures for administration of statewide assessments including appropriate accommodations for ELLs by the District Student Assessment Department.

Testing accommodations consistent with those offered on the FCAT are also offered to ELLs during the administration of the statewide assessments.

Testing accommodations must be documented on the _Accommodations Checklist for Active English Language Learners (ELLs)_ (Appendix O). These same accommodations must also be provided on a regular basis, during classroom instruction and documented as ESOL Instructional Strategies in the teacher's plan book.

The flexible setting accommodation requires parent notification and an _FCAT/SAT-10 Testing: Flexible Setting Accommodation_ letter is available for this purpose in English, Haitian-Creole, Portuguese and Spanish (Appendix P). The ESOL Department provides information on required accommodations for assessment and instruction through trainings for ESOL Curriculum Contacts, teachers, administrators, and support staff. District ESOL Instructional Facilitators visit schools and classrooms to assist in the implementation of this requirement.

Q & A Section 5: Statewide Assessment and Accommodations

Q: **Are testing accommodations for ELLs provided only for statewide assessments such as FCAT?**

A: No. These same accommodations must also be provided on a regular basis during classroom instruction, and documented as ESOL Instructional Strategies in the teacher's plan book.

Q: **What are the allowable accommodations for ELLs in the administration of statewide assessment?**

A: ELL accommodations are listed and described in detail in Section 5, and in Appendix L.

Q: **How are accommodations documented for ELLS?**

A: Testing accommodations must be documented on the "Accommodations Checklist for Active English Language Learners" (Appendix O). These same accommodations must also be provided during classroom instruction, and documented as ESOL Instructional Strategies in the teacher's lesson plans.

Q: **Must parents be notified of provided testing accommodations?**

A: The flexible setting accommodation requires parent notification. The "Testing: Flexible Setting Accommodation" letter is available for this purpose in English, Haitian-Creole, Portuguese, and Spanish (Appendix P). A copy of this letter must be kept in the ELLSEP folder.

SECTION 6

ENGLISH
LANGUAGE PROFICIENCY
ASSESSMENT
(EXIT)

SECTION 6

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT
(EXIT)

Exit Criteria - Grades K-2

TEST: CELLA	
RESULTS	**RECOMMENDED PROGRAM PLACEMENT**
Proficient on CELLA Listening/Speaking, Reading and Writing	• Exits ESOL Program; EXIT Date is the last day of school or within two weeks after the beginning of the next school year. • ELL code changes to "LF" • Monitored for two years • At the end of the 2-year monitoring period, ELL code changes to LZ

Note: TERMS database must be updated accordingly.

Exit Criteria - Grades 3-9

TEST: CELLA **AND** FCAT	
RESULTS	**RECOMMENDED PROGRAM PLACEMENT**
Proficient on CELLA Listening/Speaking, Reading and Writing **AND** FCAT	• Exits ESOL Program; EXIT Date is the last day of school or within two weeks after the beginning of the next school year. • ELL code changes to "LF" • Monitored for two years • At the end of the 2-year monitoring period, ELL code changes to LZ

Note: TERMS database must be updated accordingly.

Exit Criteria - Grades 10-12

TEST: CELLA **AND** FCAT/Concordant Scores	
RESULTS	**RECOMMENDED PROGRAM PLACEMENT**
Proficient on CELLA Listening/Speaking, Reading and Writing **AND** a score on the 10th grade FCAT in Reading to meet graduation requirements or an equivalent concordant score	• Exits ESOL Program; EXIT Date is the last day of school or within two weeks after the beginning of the next school year. • ELL code changes to "LF" • Monitored for two years • At the end of the 2-year monitoring period, ELL code changes to LZ

Note: TERMS database must be updated accordingly.

Exiting through an ELL Committee – K-12

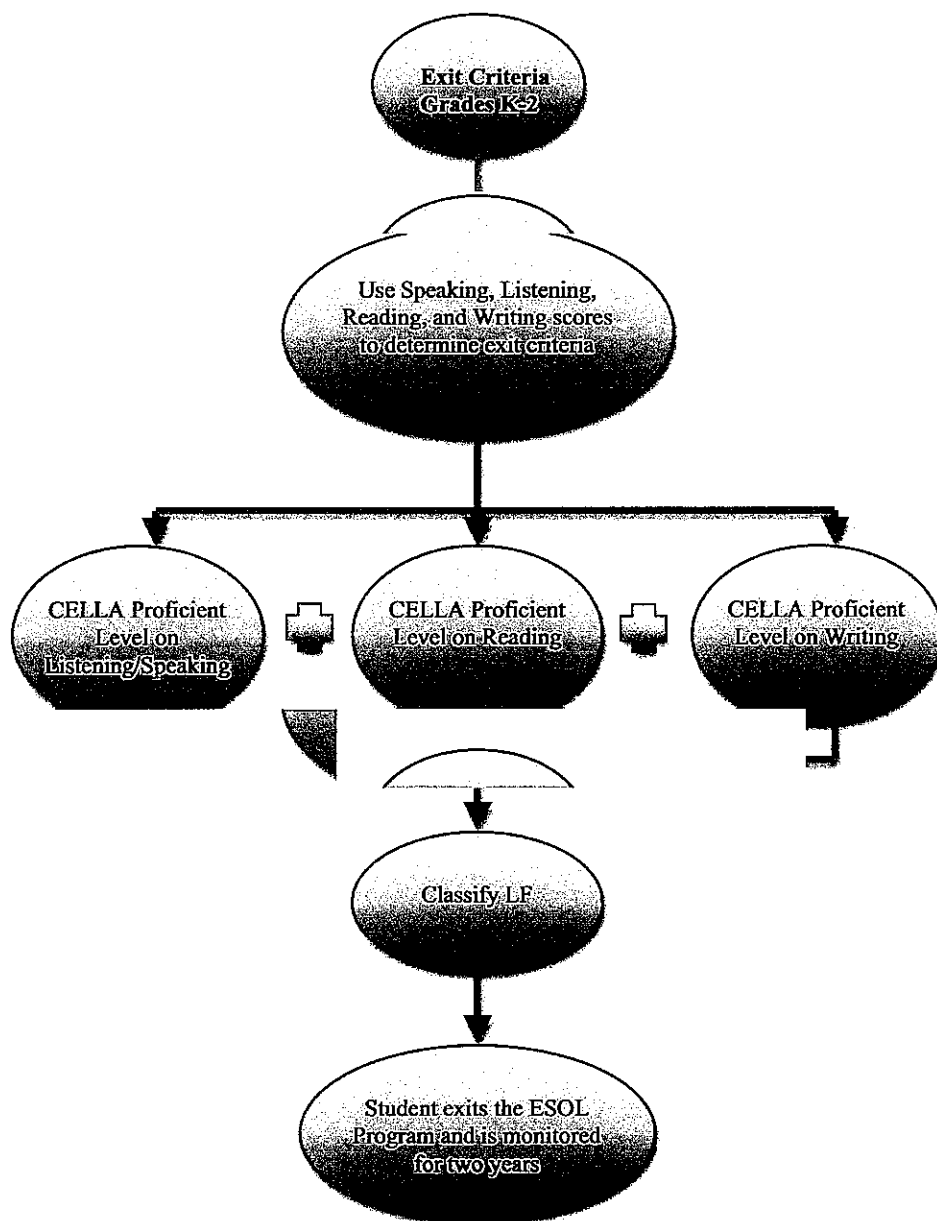| RESULTS	RECOMMENDED PROGRAM PLACEMENT
Notwithstanding a student's CELLA scores, upon the request of a teacher, counselor, administrator, or parent, a student who has been classified as an ELL and enrolled in an ESOL Program may be re-evaluated for English language proficiency to determine exiting by convening an ELL Committee and administering an assessment which must cover all 4 domains, including Listening, Speaking, Reading, and Writing, no earlier than 30 schools days prior to the ELL Committee's determination.	• Exits ESOL Program; EXIT Date is the day of the ELL Committee Meeting. • ELL code changes to "LF" • Monitored for two years • At the end of the 2-year monitoring period, ELL code changes to LZ **OR** • Remains in the ESOL Program • ELL code remains LY • Update PLAN date to the day of the ELL Committee Meeting

Note: TERMS database must be updated accordingly.

Exit Procedures

The school's ESOL Contact, in coordination with the teachers, follows the procedures listed below to exit students from the ESOL Program.
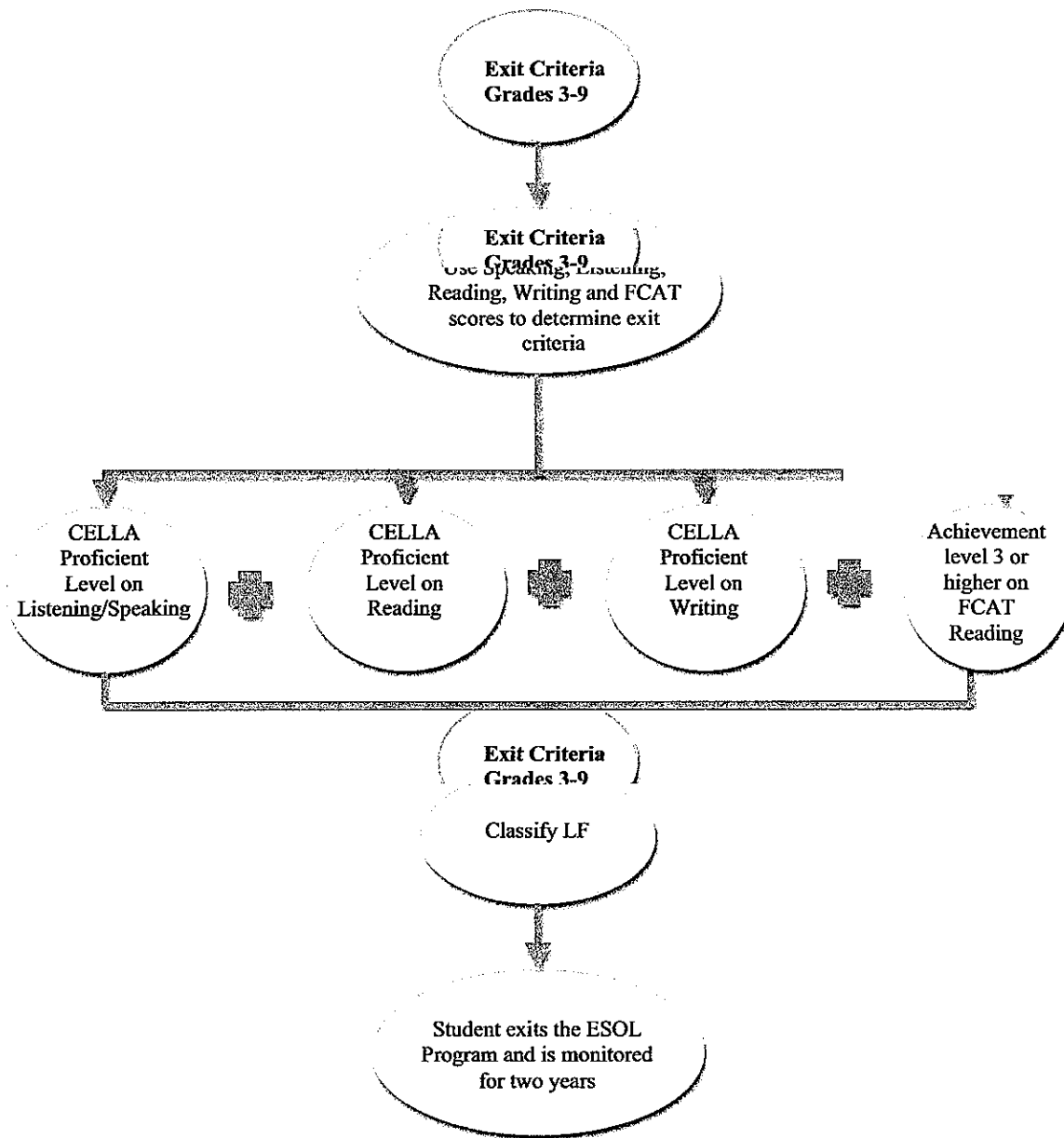
- Identify students who are eligible to exit the ESOL Program based on the exit criteria.

- Complete the _Exited Students Form, Class Record,_ (Form 2590L, Appendix Q or R).

- Complete the appropriate sections of the _ELLSEP Folder_ with the assessment data used to determine English proficiency, date, and sign.

- Provide the IMT with required exit data.

- The IMT enters the required information in the State Database (TERMS) on the ELL screen (_A23_) under Exit Date and Basis for Entry/Exit, and changes the ELL code to "LF."

- Parents must be notified by the school that the student is exiting the ESOL Program. _The Parent Notification of Student Exiting from the English for Speakers of Other Languages (ESOL) Program_ is used for this purpose (Appendix N).

- The student is monitored for 2 years from the exit date in order to ensure success in the mainstream classroom. Academic progress is documented at four specific times on the _ELLSEP folder._ At the end of a successful two-year monitoring period, the student's ELL code is changed from LF to LZ.

Information related to exiting ELLs/ESE students can be found in the _Guidelines for Exceptional Student Education (ESE) and English Language Learners (ELLs) PreK-12._ (_http://www.broward.k12.fl.us/esol/Eng/ESE.htm_)
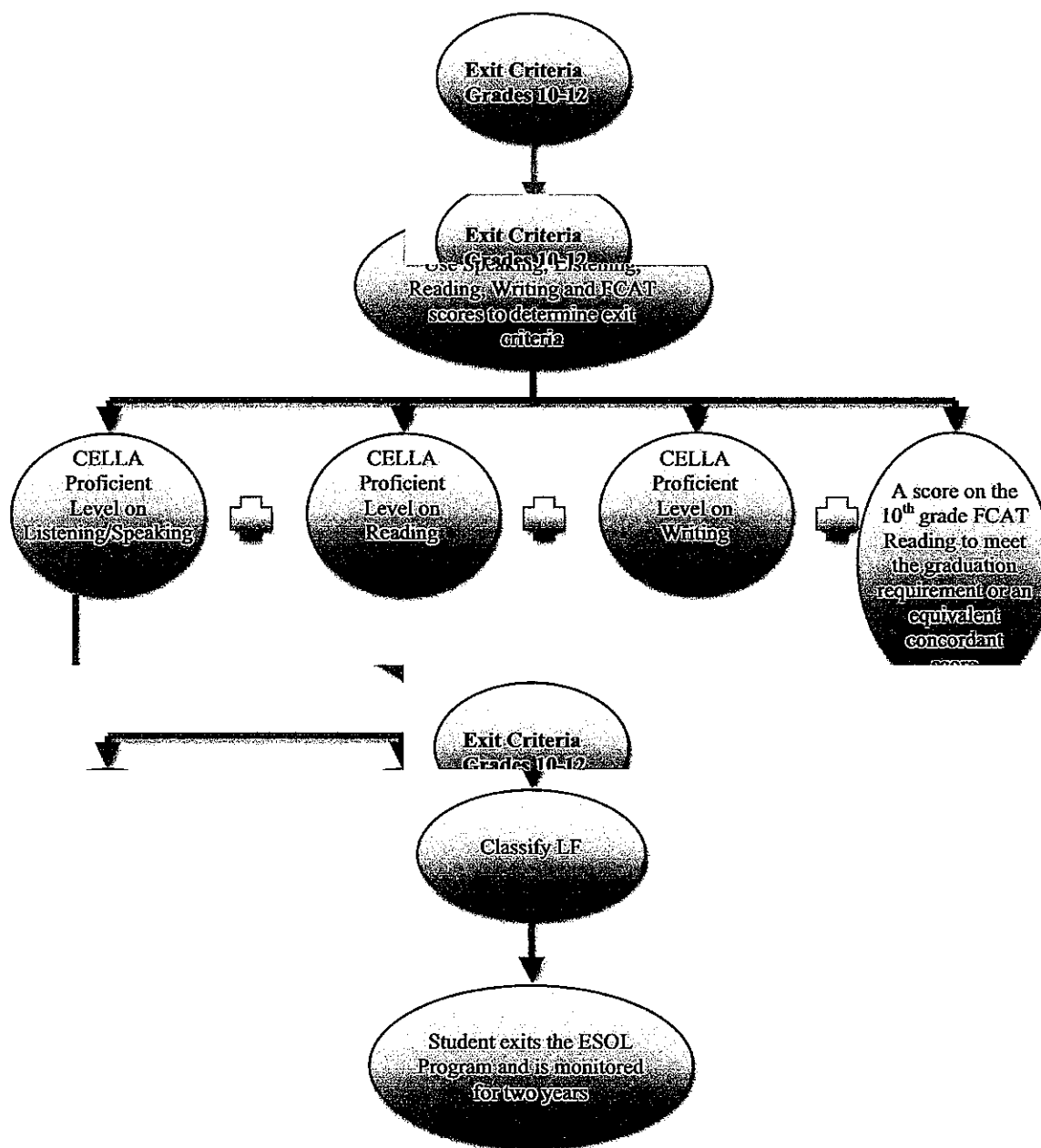
```
        ┌─────────────────┐
        │  Exit Criteria   │
        │  Grades K-2      │
        └────────┬─────────┘
                 │
        ┌────────▼─────────────┐
        │  Use Speaking, Listening,    │
        │  Reading, and Writing scores │
        │  to determine exit criteria  │
        └────────┬─────────────┘
                 │
    ┌────────────┼────────────┐
    ▼            ▼            ▼
┌────────┐  ┌────────┐  ┌────────┐
│ CELLA  │  │ CELLA  │  │ CELLA  │
│Proficient│ │Proficient│ │Proficient│
│Level on │ ➕│Level on │ ➕│Level on │
│Listening/│ │Reading  │  │Writing  │
│Speaking │  └────────┘  └────────┘
└────────┘
              ┌─────────┐
              │Classify LF│
              └────┬────┘
                   │
              ┌────▼────────┐
              │ Student exits the ESOL │
              │ Program and is monitored│
              │ for two years          │
              └────────────┘
```

*Note: If there is inconsistent data, an ELL Committee may be convened to discuss exiting. If a student is exited via ELL Committee, the language classification does not change, however the ELL code changes to LF.

```
                    ┌─────────────────┐
                    │  Exit Criteria  │
                    │   Grades 3-9    │
                    └────────┬────────┘
                             │
                             ▼
                    ┌──────────────────────┐
                    │    Exit Criteria      │
                    │    Grades 3-9         │
                    │ Use Speaking, Listening,│
                    │ Reading, Writing and FCAT│
                    │  scores to determine exit│
                    │       criteria        │
                    └──────────┬───────────┘
                               │
```

| CELLA Proficient Level on Listening/Speaking | CELLA Proficient Level on Reading | CELLA Proficient Level on Writing | Achievement level 3 or higher on FCAT Reading |

```
                    ┌──────────────────┐
                    │  Exit Criteria   │
                    │   Grades 3-9     │
                    │                  │
                    │   Classify LF    │
                    └────────┬─────────┘
                             │
                             ▼
                    ┌──────────────────────┐
                    │  Student exits the ESOL│
                    │  Program and is monitored│
                    │     for two years     │
                    └──────────────────────┘
```

*Note: If there is inconsistent data, an ELL Committee may be convened to discuss exiting. If a student is exited via ELL Committee, the language classification does not change, however the ELL code changes to LF.

Exit Criteria
Grades 10-12

Exit Criteria
Grades 10-12
Use Grades 10-12 Listening,
Reading, Writing and FCAT
scores to determine exit
criteria

CELLA
Proficient
Level on
Listening/Speaking

CELLA
Proficient
Level on
Reading

CELLA
Proficient
Level on
Writing

A score on the
10th grade FCAT
Reading to meet
the graduation
requirement or an
equivalent
concordant
score

Exit Criteria
Grades 10-12

Classify LF

Student exits the ESOL
Program and is monitored
for two years

*Note: If there is inconsistent data, an ELL Committee may be convened to discuss exiting. If a student is exited via ELL Committee, the language classification does not change, however the ELL code changes to LF.

CELLA PROFICIENCY SCORES

Oral Skills (listening and speaking) grade cluster scale scores by English Language Proficiency Level

Grade Clusters	Beginning	Low Intermediate	High Intermediate	Proficient
K-2	495-632	633-649	650-672	673-755
3-5	560-675	676-697	698-719	720-805
6-8	565-680	681-712	713-732	733-830
9-12	580-681	682-713	714-738	739-835

Reading grade cluster scale scores by English Language Proficiency Level

Grade Clusters	Beginning	Low Intermediate	High Intermediate	Proficient
K-2	345-545	546-628	629-689	690-800
3-5	590-689	690-714	715-733	734-810
6-8	600-713	714-741	742-758	759-815
9-12	605-743	744-761	762-777	778-820

Writing grade cluster scale scores by English Language Proficiency Level

Grade Clusters	Beginning	Low Intermediate	High Intermediate	Proficient
K-2	513-636	637-657	658-689	690-775
3-5	575-674	675-702	703-726	727-825
6-8	580-687	688-719	720-745	746-845
9-12	600-689	690-720	721-745	746-850

Q & A   Section 6: English Language Proficiency Assessment (Exit)

Q: **Should an ELL Committee be convened when an ELL student meets some, but not all, of the exit criteria?**

A: An ELL Committee may always be convened for students in grades K-12 with inconsistent test data but it us not required.

Q: **Does an ELL Committee need to be convened whenever an ELL is being exited from the program?**

A: No. An ELL Committee is not needed to exit students.

Q: **What are the proficient scores on the CELLA?**

A: Proficiency scores change according to grade level. Refer to the "CELLA Proficiency Scores" on page 6.

SECTION 7

Annual Progress
MONITORING
PROCEDURES
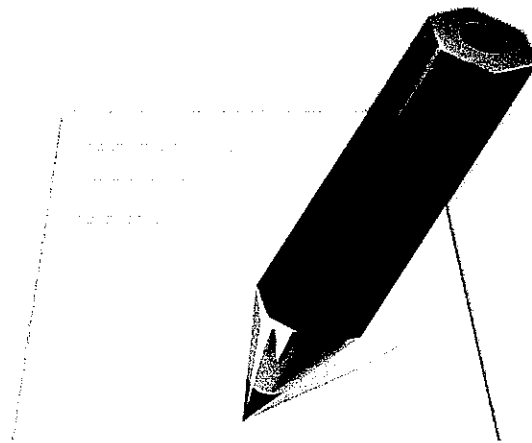
SECTION 7

ENGLISH LANGUAGE LEARNER STUDENT EDUCATION PLAN MONITORING PROCEDURES

Annual Update of English Language Learner Student Education Plan

In accordance to Rules 6A-6.0901 and 6A-6.0902, ELL educational plans must be updated annually to ensure that proper placement and services are provided to ELLs. All updates are recorded in the Program Option Section of the *ELLSEP folder*. The annual update of the education plans must take place at the **beginning** of the school year.

A copy of the student's current course schedule must be inserted in the _ELLSEP folder_ and the plan date must be updated on TERMS any time there is a change in the student's course schedule. Schedules must be date stamped when printed or signed and dated (mm/dd/year).

In addition, all ELLs classified as LY after February FTE will need an updated IPT assessment before the end of the school year. To ensure that students are appropriately scheduled, students classified as A1 and A2 must be assessed in April.

Recommendations for Continued Placement in ESOL Program

<u>**For Students Entering Years 2 and 3: Annual Review of ELLSEP**</u>

The ESOL Contact must make recommendations for continued placement in the ESOL Program based within 30 days prior to the initial Entry Date (anniversary date) for every ELL receiving services in the program. For a recommendation for years 2 and 3, the *ELLSEP folder* must be updated and the Information Management Technician (IMT) must also update the plan date on the *A23* Panel. An ELL Committee meeting is <u>not</u> required for this recommendation.

<u>**For Students Entering Years 4, 5, 6 and beyond: Reevaluation Procedures for Annual Extension of ESOL Program After Three-Year Base Period**</u>

An ELL Committee must make recommendations for extension of services on the ESOL Program within 30 days prior the initial Entry Date (anniversary date) for every ELL who has completed a 3-year base period.

Any student being considered for extension of services shall be assessed with IPT (L, S, R, and W) no earlier than 30 days prior to the student's anniversary date. However, if the anniversary date is before October 1st, the student's CELLA and FCAT scores can be used in lieu of IPT.

The ELL Committee must convene to review the student's plan and make a final recommendation.

See procedures for ELL Committee information in Section 9. Document recommendations for extension of services in the ESOL Program on the ELLSEP folder

Two of the state approved criteria must be used to recommend continued placement:

(a)   extent and nature of prior educational and social experiences; and student interview;

(b)   written recommendations and observations by current and previous instructional and supportive services staff;

(c)   level of mastery of basic competencies or skills in English and/or home language according to appropriate state, and national criterion-referenced standards;

(d)   grades from the current or previous years;

(e)   test results from tests other than CELLA or FCAT

Complete the ELLSEP folder section for Extension of Services (Reevaluations). Provide IMT pertinent information such as:
- Listening/Speaking (L/S) Percentile Scores
    - Reading/Writing (R/W) Designation Codes:
      (NER, LER, CER) and (NEW, LEW, CEW)
- REEVALUATION Date and PLAN date (REEVALUATION date and the PLAN date will be the date of the ELL Committee meeting.

- Note: if the decision of the meeting is to EXIT the student during the Extension of Services (REEVAL) meeting, provide the IMT all the above in addition to the EXIT Date (which is the date of the ELL Committee meeting.

Please Note:

Students who are beyond 6 years of receiving ESOL services cannot generate WFTE funding for the district. Lack of ESOL funding eligibility does not relieve districts of any obligation they have under state or federal law to continue to provide appropriate services to ELLs beyond the 6 years of state ESOL program funding.

The IMT must remove Program Number 130 (A10 Panel), keep the instructional model code (_A10_ Detail) and update the plan date. _Please refer to_ State Guidelines for English Language Learners found at _www.broward.k12.fl.us/esol_ for more information.

Monitoring and Post-Reclassification Procedures

The school's ESOL Contact obtains exited students' data (ELL status and exit date) from the IMT and provides teachers with a list of exited students (LF) to be monitored for 2 years from the exit date.

Exited student's academic performance is monitored on an ongoing basis. Teachers report any decline in class performance, grades, and/or test results to the school ESOL

Contact. The ESOL Contact at the school level convenes the ELL Committee meeting and invites the parents to attend. Letters to parents are to be provided in the student's heritage language when feasible. A copy must be placed in the ELLSEP folder.

Exited students' academic performance is also monitored at these four specified times:
- First report card
- End of first semester
- End of first year
- End of second year

If the student's performance is **satisfactory**, the ESOL Contact dates, signs, and records a comment to that effect under "Monitoring Information" on the *ELLSEP folder* (Appendix G). The student is monitored for two (2) years following his/her exit.

If the student's performance is **not satisfactory**, the ESOL Contact dates, signs, and records a comment to that effect under "Monitoring Information" on the *ELLSEP folder*. An ELL Committee is convened and the parent(s) is/are invited. The ELL Committee determines if the student's academic underperformance is related to his/her English language ability. Special consideration is given to a decline in grades and/or test scores.

The ELL Committee may recommend reentry into the ESOL Program or placement in other appropriate programs, which will address the current needs of the student. Two of the state approved criteria must be used to recommend continued placement:

(a) extent and nature of prior educational and social experiences; and student interview;

(b) written recommendations and observations by current and previous instructional and supportive services staff;

(c) level of mastery of basic competencies or skills in English and/or home language according to appropriate state, and national criterion-referenced standards;

(d) grades from the current or previous years;

(e) test results from tests other than CELLA or FCAT

The recommendation(s) of the ELL Committee are recorded on the *ELLSEP folder*.

If the student is reclassified as ELL, ESOL Contact records the information under the Post-Reclassification Information Section on the *ELLSEP folder*. The ESOL Contact provides the IMT with the following information to be entered in TERMS:

- New ELL code of "LY"
- Reclassification Date
- "L" as Basis of Entry/Exit
- "Z" (not applicable) as Exit code
- Appropriate code under Extension of Instruction

SECTION 8

FUNCTIONS OF
THE ELL COMMITTEE

SECTION 8

FUNCTIONS OF THE ELL COMMITTEE

ELL Committee

The main function of the ELL Committee is to resolve any issue that affects the instructional program of an ELL student. It is composed of **at least 4 members**:

- administrator or designee,
- the ESOL teacher,
- the home language teacher (if any),
- the classroom/subject area teacher(s),
- guidance counselors,
- school social workers,
- school psychologists,
- other educators as appropriate for the situation

The parent(s) must be invited to attend ELL Committee meetings (see Appendix M for translated letters of invitation to parents). Schools must keep a record of parent contact. If there is no parent representation at the meeting, then it is the school's responsibility to communicate the ELL Committee decision to the parent in writing and maintain documentation in the _ELLSEP folder_. The school principal must take all appropriate measures to ensure that the parent(s) understand the proceedings of the meeting, which may include arranging for an interpreter through the ESOL Department for parent(s) whose home language is other than English.

If an interpreter is used during the committee meeting, he/she must sign on the line indicated as "other". The ELL Committee considers the preference of the parent(s) when making its decision. However, final determination of ELL status is the responsibility of the educational professionals of the ELL Committee. ELL Committee members are to assist in reviewing a student's current educational needs by identifying strategies to improve the student's performance.

When to Convene the ELL Committee

An ELL Committee is convened:

- for students in grades K-12 with inconsistent test data to meet the entry or exit criteria.

- for students in grades K-12, the ELL Committee may determine a student to be ELL or not to be ELL according to consideration of at **least two** of the following criteria in addition to the results of the assessment of English language listening/speaking proficiency (IDEA Oral Language Proficiency Test), CELLA and/or FCAT.

- during the two year period following the ESOL Program exit date, while the student's progress is being monitored, if there is any consistent pattern of under-performance on appropriate tests and/or grades

- before an ELL is retained

- when an ELL is being considered for continued placement in the ESOL program for years 4, 5 or 6 and/or

- any other time when there is a need to re-evaluate the ELL's educational plan or at the request of anyone involved in the ELL's education.

Two of the state approved criteria must be documented in the *ELLSEP folder*:

    (a)   extent and nature of prior educational and social experiences; and student interview;

    (b)   written recommendations and observations by current and previous instructional and supportive services staff;

    (c)   level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state, and national criterion-referenced standards;

    (d)   grades from the current or previous years;

    (e)   test results other than those from the district assessments of listening/speaking/ reading/writing.

ELL Committee members must be present at meeting and sign the folder for documentation purposes.

Q & A   Section 8:   Comprehensive Program Requirement and Student Instruction

Q: **What is the purpose of the ELL Committee?**

A: The main function of the ELL Committee is to resolve any issues that affect the instructional program of an ELL student.

Q: **How many members must an ELL Committee be composed of, and who are these members?**

A: An ELL Committee must have **at least** 4 members in attendance, and may be composed of any of the following:

- An administrator/designee
- ESOL teacher
- Home language teacher
- Classroom/subject area teacher
- Guidance counselor
- School social worker
- School psychologist
- Other educators
- Parents

The parents must be invited to all ELL Committee meetings (see Appendix M), and documentation of this invitation must be kept in the *ELLSEP folder*.

Q: **Are schools required to provide assistance in the home language?**

A: Per section IV of the META Consent Decree, ELLs in ESOL basic subject area classrooms **shall** have access to an aide or teacher, proficient in their language, **in addition** to the subject area teacher, when the school has at least 15 students speaking the same native language. (See Section 4.)

Q: **Is including the *ESOL Instructional Matrix* in lesson plans sufficient documentation of instructional differentiation for ELLs? if a teacher includes the *ESOL Instructional Matrix* in their teacher plan-book?**

A: No.   For each lesson, the corresponding code for each strategy must be documented in the teacher's lesson plan.

SECTION 9

PARENT/GUARDIAN STUDENT NOTIFICATION AND RIGHTS

SECTION 9

PARENT/GUARDIAN STUDENT NOTIFICATION AND RIGHTS
Home-School Communication

From the time a student registers, Broward County Public Schools makes every effort to inform and orient parents to the System through the use of materials translated into the district's three predominant languages: Haitian-Creole, Portuguese, and Spanish.

Bilingual social workers, ESOL Instructional Facilitators, bilingual school psychologists, and district trained language assessors provide support services to students and parents. Schools can also request the assistance of interpreters and translators from the ESOL Department (see Appendix S).

Interpreters assist at parent conferences, ESE staffings, ELL Committee meetings, and other pertinent meetings where heritage language assistance might be needed.

The ESOL Department offers training for interpreters and users of interpreter services to work together effectively in serving ELLs and their families.

The ESOL Department employs full-time translators who translate district forms and documents that are sent home in the district three most predominately spoken languages: Haitian-Creole, Portuguese, and Spanish. These include, but are not limited to, the following:

- Code of Student Conduct Books
- Registration Packets
- Elementary Report Cards and Inserts
- Elementary Interim Reports
- Parent Conference Forms
- Alternative Education Forms
- Title I Forms
- Early Childhood Packets
- Pre-K Brochures
- Health Forms
- Summer School Packets
- Privacy Act Form
- ESE Forms
- Early Intervention Forms
- Individual Translations Requested by Schools
- Magnet Program Forms and Brochures
- Gifted/Advanced Academics Brochure
- Gifted Forms

Parents of ELLs should receive information from schools via translated mailings, phone calls in their native language, and school meetings using translators. Schools with a high population of ELLs should translate their newsletters so that parents can be informed of the current school events.

Use of a Language Other than English

Students who speak a language other than English may not be subjected to disciplinary action because of the use of their heritage language. Schools must assure students and parents that no disciplinary action will be taken for the use of a language other than English.

ELL Parent Involvement

The Parent Outreach Office

The Parent Outreach Office serves as a liaison between the ESOL Department and the parents, students, schools, district departments and community. District staff, parents, and community agencies can contact this department to receive valuable information on district and community programs and services for ELLs and families. This office is also responsible for disseminating information to parents and the community about NCLB, AYP, Parent Choice, and SES.

The Parent Outreach Office also coordinates workshops for bilingual parents that provide orientation to the school district, information on assessments, tools for parents to assist their students at home, and information on high school and post secondary options.

Staff members who speak Spanish, Haitian-Creole, and Portuguese can assist those who are ELLs.

Parent Leadership Council

The establishment of a district Parent Leadership Council is a mandate of the Consent Decree. In Broward County, the Parent Leadership Council is known as the **ESOL Leadership Council** as created by Board Policy 1.23, adopted 11/13/01.

The ESOL Leadership Council must be composed primary parents of ELLs and have members representing multi-ethnic backgrounds. Representatives to the council consist of ELLs, parents, principals, teachers, and community representatives with support from the ESOL staff. The council meets on a monthly basis from September to May. Invitation flyers translated in Spanish, Haitian-Creole, and Portuguese are sent to all schools for dissemination to all ELLs. In conformity with the Sunshine Law, notices of meetings are also publicized in local newspapers.

In addition, The *ESOL Leadership Council* serves as a member on the Area Advisory Councils as well as on the District Advisory Council. It also meets with the District Superintendent and has standing on every School Board Agenda to provide official reports to the School Board. The District Superintendent has also provided for representation of parents of ELLs on Superintendent Committees and Task Forces.

The *ESOL Leadership Council* is the vehicle for the representation of parents of ELLs. Within the Consent Decree, the ESOL Leadership Council's specific duties are to:

- promote educational programming and academic achievement of ELLs

- participate in leadership training and orientation offered by the District ESOL Department to address ESOL Program monitoring issues, parent involvement procedures, and opportunities to be represented on existing school and district advisory committees

- collaborate with the school system in the development of policies, curriculum, programs, budget, and legislation

- provide input on the ELL District Plan before it is submitted to the State for approval

The **ESOL Leadership Council** promotes parent representation at its regular monthly meetings and the formation of ESOL parent groups at every school by encouraging them to submit ELL parent candidates to the Parent Outreach Specialist of the ESOL Department for leadership training. The ESOL Leadership Council, in collaboration with the ESOL Department, also accomplishes the following:

- serves as liaison support to parents, schools, and community by promoting receptivity, acceptance, and awareness of multicultural issues;

- informs parents of their rights and responsibilities to assure and encourage active participation in their child's education;

- collaborates with the school district in the development of policies, curriculum, programs, budget, and legislation;

- serves as a forum for concerns and issues, with direct input to the Superintendent and School Board, through permanent standing on their agenda;

- provides awareness of the Broward County School Board's perception of parental involvement and the many facets thereof; and

- secures transition and permanent participation in all regular school groups, especially on School Advisory Councils, PTAs, PTOs and School Advisory Forums.

Q & A Section 9: Parent/Guardian Student Notification and Rights

Q: Are there any organizations that the parents of ELLs can participate in to become more involved and proactive in ESOL education in Broward County?

A: Yes. The ESOL Leadership Council was created by Broward Policy 1.23 and adopted on 11/13/2001. This council is composed primarily of parents of ELLs and has members representing multicultural backgrounds. The ESOL Leadership Council is the vehicle for the representation of parents of ELLS and has regular monthly meetings.

Q: Where can parents of ELLs go to seek information on district and community programs and services for ELLs and their families?

A: The Parent Outreach Office serves as a liaison between the ESOL Department and the parents, students, schools, district departments and the community.

SECTION 10

PERSONNEL TRAINING
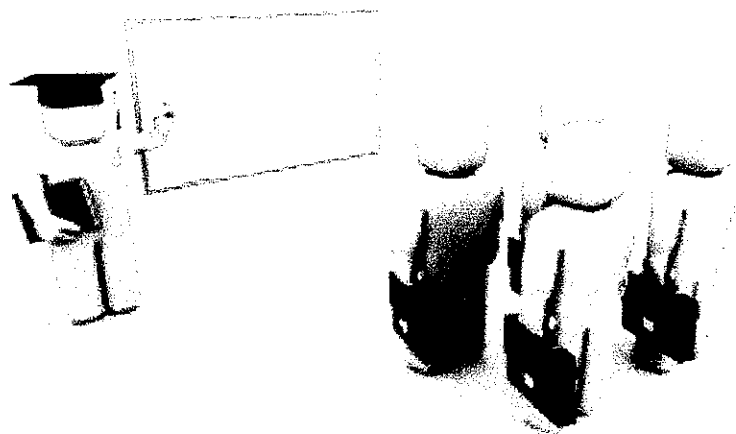
SECTION 10

PERSONNEL TRAINING

CERTIFICATION/TRAINING REQUIREMENTS FOR TEACHERS OF ELLs

Statement of Education of K-12 Language Minority Students and the Preparation of Elementary and Secondary Teachers in Broward County Public Schools

The population of culturally and linguistically diverse students in all Broward County schools continues to experience dramatic growth.

Our students come from a variety of backgrounds; some are immigrants or refugees, while others are native-born Americans of different language heritages. These students enter Broward County Public Schools with a variety of educational experiences and levels of academic achievement. Many have received formal education in their home countries and are on grade level in all content areas in their first language. Others have had their education delayed or interrupted by various circumstances and may be behind academically.

Today, teachers face the challenge of responding to our increasingly diverse student population. Both self-contained and basic program classroom teachers need unique skills preparation to teach language minority students. These skills may be learned in (1) courses of study available through teacher preparation programs offered in colleges and universities, and (2) through inservice education and staff development programs offered by the school district.

Programs of study must be structured so that teachers of ELLs engage in training that includes an emphasis on learning processes, child development, literacy development, and methods of teaching content material to culturally and linguistically diverse students. Classroom teachers must participate in programs that include new language acquisition and language-sensitive teaching methodologies.

To meet the needs of ELLs, the ESOL Department supports programs which facilitate and promote students' growth in oral and academic English language proficiency, encourage cultural and social adjustment, and value students' languages and experiences.

The ESOL training requirements for personnel identified as Categories I, II, III and IV are presented on the following pages.

ESOL Certification/Endorsement

For any questions regarding certification please contact the Certification Department at 754-321-2362 or visit their website at http://www.broward.k12.fl.us/certification/.

Who are Category I teachers?

Elementary and Secondary Language Arts/English, Developmental Language Arts, Intensive Reading, Reading Teachers

Category I teachers are placed out-of-field in ESOL until they have completed their ESOL training requirements. These teachers must complete 300 inservice points or 15 semester hours of college credit through one of the following options:

Option 1 *University Courses*	15 semester hours college credit. These may be combined with the specific District ESOL inservice courses (Option 2).
Option 2 *Specific District ESOL Inservice Courses*	300 inservice points through the five specific District ESOL inservice courses. These may be combined with University courses (Option 1).

Explanation of Options:

OPTION 1 - UNIVERSITY COURSES

15 semester hours college credit in the following courses:

- Methods of Teaching ESOL – 3 semester hours
- ESOL Curriculum and Materials Development – 3 semester hours
- Cross-Cultural Communication and Understanding – 3 semester hours
- Testing and Evaluation of ESOL – 3 semester hours
- Applied Linguistics – 3 semester hours

Interested teachers should contact the local universities of their choice to get current course schedules. Teachers who choose this option are encouraged to apply for the district Teacher Directed Improvement Fund (TDIF) to help with the cost of tuition (contingent upon meeting District TDIF Criteria). Please note that course titles may vary by university.

OPTION 2 - SPECIFIC DISTRICT ESOL INSERVICE COURSES

300 inservice points through the following District courses:

- Methods of Teaching ESOL – 60 inservice points
- ESOL Curriculum and Materials Development – 60 inservice points

- Cross-Cultural Communication and Understanding – 60 inservice points
- Testing and Evaluation of ESOL – 60 inservice points
- Applied Linguistics – 60 inservice points

In accordance with the timelines for completion of the ESOL Endorsement, as established in State Board of Education Rule, teachers have up to six years in which to complete the ESOL Endorsement.

These courses are offered by the ESOL Department.

Course schedules are sent to schools each semester and can also be found on our website. Teachers may combine specific District ESOL inservice courses with university courses.

Category I Teachers must complete the 300 inservice points or 15 semester hours college credit according to the following schedule:

- 3 semester hours college credit or 60 inservice points **during the first two calendar years from date of an ELL assignment**
  and
- 3 semester hours college credit or 60 inservice points **during each calendar year from date of assignment thereafter, until all requirements for the ESOL endorsement are completed.**

Note: After the **Category I teacher** has all of the required courses listed in the Broward County Inservice Records, the teacher should apply for the ESOL add-on endorsement. The teacher must request a **CG-10** add-on endorsement application. After the teacher completes the CG-10 application, it should be sent directly to the **Certification Department at K. C. Wright for processing.** Contact certification specialists or an administrator at the Certification Department for any questions regarding add-on endorsement.

Who is a Category II teacher?

Teachers of Basic Subjects Taught in English to ELLs Using ESOL Strategies (Mathematics, Science, Social Studies, and Computer Literacy)

These teachers must complete 60 inservice points through one of the following:

- 60 inservice points through the inservice entitled, "ESOL Strategies for Content Area Teachers"

  or

Broward County Certificate. If the teacher completes the Category II or Category III ESOL requirement via a university course, the teacher will be asked by the Certification Specialist to complete a verification form, and a Broward County Certificate will be issued. Check the Certification Department Website at www.broward.k12.fl.us/certification or the intranet at web/certification for a verification form.

Who requires a Category IV course?

Guidance Counselors and School-based Administrators

The Consent Decree originally required all administrators to obtain training in ESOL; however, no specific number of points was stipulated. Guidance Counselors were originally considered in Category III.

On September 9, 2003, a modification was made to the [Consent Decree in the *League of United Latin American Citizens et. al. v. the State Board of Education*, 1990]. This modification includes new training requirements for school-based administrators and guidance counselors.

The modification requires all school administrators and guidance counselors to obtain 60 inservice points in ESOL in an approved Category IV ESOL course or inservice component.

A Technical Assistance paper on the Modifications to the Consent Decree is available from the Florida Department of Education and it can be found at http://info.fldoe.org/dscgi/ds.py/Get/File-2887/TAP.pdf .

For further information refer to FAQs on our website at http://esol.browardschools.com under ESOL Endorsement or to the Certification/Incentives Department website under ESOL Training Requirements - Category IV.

Timelines for Completion of the ESOL Training Requirements

For Categories I, II, III or IV timeline, refer to the next page.

Revised 9/2012 sd

- A graduate-level, 3 credit university course which offers a **combination** of ESOL Strategies/Methods, Curriculum & Materials Development, Testing & Evaluation, Cross-Cultural Communication & Understanding, and Applied Linguistics.

Category II Teachers who are assigned to teach ELLs beginning with the 1990-1991 school year must complete the training within one year from the date of the ELL assignment.

Exception: A beginning teacher will have two years to complete Category II training.

Note: **Category II & III teachers** are not required to obtain a State ESOL Endorsement. If the course is completed via Broward County Inservice Course, the teacher is given a verification form at the Final Session, and this form is sent to the Broward County Certification Department, whereby the teacher will be issued a Broward County Certificate. If the teacher completes the Category II or Category III ESOL requirement via a university course, the teacher will be asked by the Certification Specialist to complete a verification form, and a Broward County Certificate will be issued. Check the Certification Department Website at www.broward.k12.fl.us/certification or the intranet at web/certification for a verification form.

Who is a Category III teacher?

Teachers of Other Subjects/Areas Not Included in Categories I and II

These teachers must complete one of the following:

- 18 inservice points through the inservice entitled, **"Issues and Strategies for Teaching English Language Learners (ELLs) "**

or

- A graduate-level, 3 credit university course which offers a **combination** of ESOL Strategies/Methods, Curriculum & Materials Development, Testing & Evaluation, Cross-Cultural Communication & Understanding, and Applied Linguistics

or

- 60 inservice points through the inservice entitled, "ESOL Strategies for Content Area Teachers."

Category III Teachers who are assigned to teach ELLs beginning with the 1990-1991 school year must complete the training within one year from the date of the ELL assignment.

Exception: A beginning teacher will have two years to complete Category III training.

Note: **Category II & III teachers** are not required to obtain a State ESOL Endorsement. If the course is completed via Broward County Inservice Course, the teacher is given a verification form at the Final Session, and this form is sent to the Broward County Certification Department, whereby the teacher will be issued a

Q & A Section 10: Personnel Training

Q: **Are all teachers required to complete the ESOL training requirement courses?**

A: Yes, this is a state-mandated requirement due to the 1990 META Consent Decree. All teachers in the State of Florida must start their ESOL course(s) once they are first responsible for the instruction of an English language learner (ELL). You will find more information on the META Consent Decree by checking the Florida Department of Education website/professional development and training: www.fldoe.org/ala/cdpage2.asp.

Q: **Are all teachers required to complete their ESOL Endorsement?**

A: No. While any teacher may become ESOL Endorsed if he or she chooses, only teachers that fall under Category I (Reading, English-Language Arts) are required to obtain their ESOL Endorsement. The ESOL Endorsement is equivalent to 300 points/hours of professional development.

Q: **What category am I assigned if I teach (subject)?**

A: Categories are assigned according to subject(s) area(s) you teach.

CAT I - ESOL ENDORSEMENT COURSES

> **Target Audience:** Primary Language Arts/English, Developmental Language Arts, Intensive Reading, Reading - (60 Inservice Points)
> Once all five CAT I ESOL Endorsement courses have been completed and posted to your inservice record, download the State Application form from the Certification Department's web site at www.broward.k12.fl.us/certification/Forms.html. Completed application forms must be sent to the Certification Department at the K.C. Wright Bldg. for processing.

CAT II ESOL STRATEGIES FOR CONTENT AREA TEACHERS

> **Target Audience:** Mathematics, Social Studies, Science & Computer Literacy Teachers
> (60 Inservice Points)

CAT III ISSUES & STRATEGIES FOR TEACHING LEP STUDENTS

> **Target Audience:** Related subjects other than English, Math, Science, Social Studies, and Computer Literacy (including Occupational and Physical Therapists)
> (18 Inservice Points)

CAT III FOR STUDENT SERVICE PROVIDERS

> **Target Audience:** School Psychologists, Speech/Language Pathologists, & Social Workers **Only.**
> (18 Inservice Points) This course will be offered once a year during the 2nd semester. After completing the training requirements for this course, you will be required to complete a **BCPS Verification of ESOL Training** form. The form will be issued to BCPS participants only at the final session. The

ESOL Training Department will submit the forms to the Certification Department once your inservice points are posted to your inservice record. BCPS participants will be issued a Broward County Certificate. Processing time may take up to 4 weeks after the course has been closed.

CAT IV ESOL SCHOOL ADMINISTRATORS & CAT IV GUIDANCE COUNSELORS

Target Audience: School Administrators and Guidance Counselors
(60 Inservice Points)
The CAT IV courses are being offered online (electronic/interactive) through BVU (Broward Virtual University). Contact BVU at 754-321-4825 for more information or visit their web site at:
www.sbbc-vu.com/

CAT I - ESOL ENDORSEMENT FOR READING TEACHERS

NOTE: Reading Endorsement/Certification, CAT I Applied Linguistics, and CAT I Methods of Teaching ESOL courses must be completed as a prerequisite for the E-R-T Practicum.
For more information, click on the following link:
www.broward.k12.fl.us/esol/Eng/ESOL/ESOLEndorsement.ht
m

Q: If I already have my Reading Endorsement, am I awarded credit toward my ESOL Endorsement?

A: Yes. The 2007 Reverse Crosswalk (Reading to ESOL) awards teachers with the Reading Endorsement 120 points/hours towards the ESOL Endorsement. In addition, reading teachers would be required to take 2 additional courses and complete a practicum or demonstration of mastery in successfully teaching reading to an English language learner (ELL).

Q. When should I begin taking my ESOL training course(s)?

A. Once a teacher is responsible for the instruction of an ELL, this is the starting date (LEP DATE) of the training timeline. This information is automatically placed in the system and the BCPS Certification Department Administrators track teachers to ensure they have started their ESOL training in accordance to the State ESOL Training Timeline; furthermore, the ELL will be coded in the system as an active "LY" ELL student and funding will be generated for this student.

Q. Do I have to be assigned an ELL student to begin taking ESOL courses?

A. You do not have to be assigned ELLs if you wish to start training, but you should adhere to the State Training Timeline. Please refer to the DOE website for a copy of the State ESOL Training Timeline: www.fldoe.org/aala/timeline.asp

Q. What is the time frame for completing the ESOL training?

A. If you are a CAT I the timeline begins the day and month you are assigned an ELL student. Should your teaching assignment change, you must continue to complete requirements per the timeline below. Failure to do so will result in your inability to ever be placed out-of-field again in Broward County Public Schools. For more information click on the following link: http://www.broward.k12.fl.us/certification/EsolTr_Cat1.html

- First two calendar years - 3 semester hours or 60 inservice points
- Year 3 - 6 semester hours or 120 inservice points
- Year 4 - 9 semester hours or 180 inservice points
- Year 5 - 12 semester hours or 240 inservice points
- Year 6 - 15 semester hours or 300 inservice points

- *If you are CAT II or CAT III, you have one year to complete your training from the moment you are employed and are assigned an ELL student(s).*
  Important Note: If you are a newly hired teacher, you have two years to complete the CAT II or CAT III course as of the date you were assigned ELL student(s).
- If you are a CAT IV, you must obtain 60 inservice points/hours in ESOL in a CAT IV approved ESOL course or inservice component. **Timeline:** Hired prior to effective date of the Modification (September 9, 2003). Must complete within three (3) years. If hired after effective date of the Modification (September 9, 2003) you must complete within three (3) years of hiring date as a school administrator or guidance counselor. NOTE: Any ESOL-approved inservice hours and coursework taken prior to the effective date of the Modification or prior to being hired as a school administrator or guidance counselor may be counted toward the required 60 points. The CAT IV ESOL School Administrators and CAT IV ESOL Guidance Counselors are only offered online (electronic/interactive).

Q. **Can I combine ESOL endorsement university courses with existing district ESOL endorsement inservice course training?**

A. Yes. If you are using college courses, you must submit an official transcript(s) to the Certification Office clearly marked "For ESOL Credit". You must have your transcript reviewed by the Certification Office at the Broward County Public Schools' Certification Department. The university courses must be equivalent to the ESOL endorsement District/State approved courses needed for your assigned category. For more information click on the following link: http://www.broward.k12.fl.us/certification/EsolTr_Cat1.html

Q. **What is the process to add on an endorsement once all five CAT I courses are completed?**

A. First make sure that all five CAT I required courses are reflected on your inservice record. The application can be downloaded from the BCPS Certification Dept. website at www.broward.k12.fl.us/certification/Forms.html.

Click on State Application - Additions. Forward your application to the Certification Department at the KCW Bldg.

Q. **Are all ESOL CAT I through IV courses bankable?**

A. Yes, please check the Florida Dept. of Education website for more information at www.fldoe.org/aala/timeline.asp.

Q. **Where can I obtain the required ESOL book for the CAT I courses?**

A. CAT I courses require the use of one book titled "**The Cross-Cultural Language and Academic Development Handbook" 3rd Edition.** To access an order form click on the following link: www.broward.k12.fl.us/esol/Eng/ESOL/ESOLEndorsement.htm

Q. **If I have received a denial letter/out-of-field for ESOL waiver denied, whom do I contact?**

A. Please contact your innovation zone Certification Department Administrator. Visit their website at: http://www.broward.k12.fl.us/certification/AboutUs.html

Q. **When are ESOL inservice courses offered?**

A. During the first, second and summer semesters. The first semester generally begins at the end of September, second semester at the end of January, and summer semester at the end of May.

Q. **Where can I obtain an ESOL training schedule?**

A. You can download a copy of the schedule from the ESOL Training Department's website at www.broward.k12.fl.us/esol/Eng/ESOL/ESOLEndorsement.htm. Schedules are also sent to all ESOL Contact Persons and Inservice Facilitators It is also posted to the ESOL CAB Conference. Go to the CAB desktop, double-click on "BCPS Resources", on the top, click on "Instructional Resources", click on "Learning Communities", click on "ESOL", click on "ESOL Endorsement".

Q. **What are the registration procedures for ESOL structured coaching/mentoring courses?**

A. You can register for ESOL courses in ESS (Employee/External Self-Service) through the BRITE Portal at www.browardschools.com/ESS. Once you are logged into ESS, click on the Professional Development tab and search for your course by title. Confirmation forms are automatically sent to the e-mail address you have listed in your ESS contact information. Charter/external participants need to make sure that contact information is updated in order to receive course information from your. **Charter school and external** participant's registration procedures can be found on BRITE's homepage at http://www.broward.k12.fl.us/erp/brite/HR/external/. Instructions on how to search the Professional Development course catalog visit ESS (Employee Self Service) homepage at http://www.broward.k12.fl.us/erp/brite/HR/ess.html.

Q.   When and where should I complete my course appraisal?
A.   After successfully completing a course, all participants must complete an appraisal through ESS (Employee Self-Service). Information regarding appraisals can be found at: www.broward.k12.fl.us/erp/brite/HR/ess.html

If you have any questions regarding ESOL training courses, please contact any of the following staff members at 754-321-2950.

Vicky B. Saldala - ESOL Director
victoria.brioso@browardschools.com

Leydo Sotolongo – Title III Coordinator
leyda.sotolongo@browardschools.com

Jenna Moniz – ESOL Educational Specialist
jenna.moniz@browardschools.com

Jeanie Mesler - ESOL Training Course Organizer
jeanie.mesler@browardschools.com

SECTION 11

TITLE III
ACCOUNTABILITY

SECTION 11

TITLE III ACCOUNTABILITY

Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing the English proficiency of current ELLS.

Schools are held accountable for meeting the goals and objectives as outlined in the Title III, Part A Grant to increase English proficiency. District personnel provide onsite analysis reviews of available performance data. Classroom walkthroughs are conducted on a regular basis to ensure that research-based and evidence-based practices and curriculum are being implemented with fidelity. Collaboration is conducted with area offices to monitor the progress of schools' ELL subgroups on a regular basis. Principals are provided feedback in a timely manner and district resource teachers are assigned to provide support at schools. District and school personnel have access to a multitude of data of ELL student progress through data warehouse reports, virtual counselor reports, and TERMS.

Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing academic achievement of all current ELLs and former ELLs.

Schools are held accountable for meeting the goals and objectives as outlined in the Title III, Part A Grant to increase academic achievement of all current and former ELLs. District personnel provide onsite analysis reviews of available performance data. Classroom walkthroughs are conducted on a regular basis to ensure that research-based and evidence-based practices and curriculum are being implemented with fidelity. Collaboration is conducted with area offices to monitor the progress of schools' ELL subgroups on a regular basis. Principals are provided feedback in a timely manner and district resource teachers are assigned to provide support at schools. District and school personnel have access to a multitude of data of ELL student progress through data warehouse reports, virtual counselor reports, and TERMS.

Describe the steps that will be taken and procedures implemented for schools that fail to meet the Annual Measurable Achievement Objectives (AMAO) for "Making Progress" and "Attaining Proficiency" (AMAO #1 and AMAO #2).

Under the Differentiated Accountability Plan, services will be customized for each school based on the school needs. In the event that AMAOs are not met as measured by annual performance targets, a letter providing that information to parents will be generated by the district office and must be sent home in the four major languages. Records should be kept documenting this communication.

Describe the system improvement plan that has been developed for schools and the district when the district has failed to meet the AMAOs for two years.

The District Assistance and Intervention Plan is a district wide plan that describes the programs, professional development and support services that will be provided by district departments and staff from Instruction and Intervention, ESE, ESOL, Title I, and other appropriate departments. This plan is developed collaboratively among these departments to ensure that support for improved achievement for each subgroup targets the needs of each school based on the analysis of the data.

SECTION 12

PRE-KINDERGARTEN
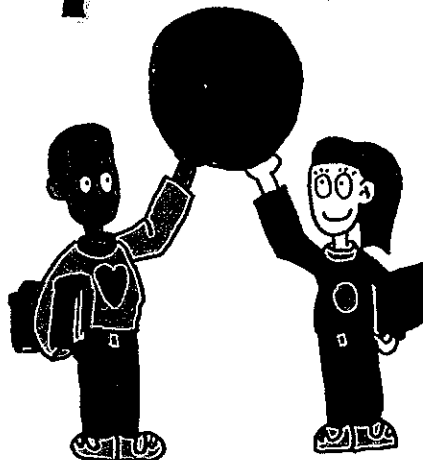
SECTION 12

PRE-KINDERGARTEN

Entry Criteria Pre-Kindergarten ELLs

Once a Pre-Kindergarten (PK) student's *Home Language Survey* is completed by the parent/guardian and there is an affirmative response to one or more survey questions, the student is considered to be ELL and should be provided linguistically and culturally appropriate services within the Pre-Kindergarten program. An *ELLSEP folder* must be generated for all Pre-K ELLs. The Pre-Kindergarten local data maintenance is presented in the chart below.

Pre-Kindergarten Local Data Maintenance

Hard Copy Record	Local Accountability	Data Entry Required
Registration packet with completed Home Language Survey (HLS) with affirmative response to HLS	HLS Date*	Actual date of the first day of school (for PK and Kindergarten students who enroll during summer)
	ELL Code*	'LY'
	Basis of Entry	'T'
	Classification Date	Same date as HLS
	Date of Entry	Actual date started in PK Program
	Student Plan Date	Actual date entered PK and services began
	ESOL Instructional Model Code	I (Inclusion) **or** E (Self-Contained)

*State reported data elements for PK.

	TEST	
	Pre-IPT – Pre-K	
RESULTS	**RECOMMENDED PROGRAM PLACEMENT**	
Fluent English Speaker	HLS Date, Classification Date, and Date of Entry remain the same ELL code changes to "ZZ";	
Non-English Speaker or Limited English Speaker	Continues in the ESOL Program; Basis of entry- "A" (Aural/Oral Test); ELL code is "LY"; Plan date is updated to first day of Kindergarten.	

Note: TERMS database must be updated according

Exit Criteria – Pre-K

Exit Criteria For Pre-Kindergarten

An aural/oral language assessment is administered to ELLs who are being considered for exit from the ESOL Program. The following instruments are used:

- Pre-IDEA Oral Language Proficiency Test (Pre-IPT) 3rd Edition - Pre-K (ages 3-5)
- IDEA Oral Language Proficiency Test I (IPT-I) 2nd Edition – Grades K-2

Schools are responsible for having trained language assessors. Trained language assessors from the ESOL Department are available to assist school personnel with assessments as necessary. Those students who are assessed as Fluent English Speakers will exit the ESOL Program. The student may be given a Broward County Language Level Classification of C1 if performance indicates a lack of English proficiency in academic skills. This decision requires an ELL Committee recommendation.

- **If the student scores Non-English Speaker (NES) or Limited English Speaker (LES):**

Data Element	Changes to:
ELL Code	Remains 'LY'
Basis of Entry	"A"
Entry Date	Update to first day of Kindergarten
Student Plan Date	Update to first day of Kindergarten
ESOL Instructional Strategy	Update as needed
All test related data elements	Enter updated information to document aural/oral assessment results.

If the student is tested after the start of the school year and scores Fluent English Speaker (FES) refer to the chart on page 12.3.

Data Element	Changes to:
ELL Code	'LF'
Post Reclassification Dates	Process begins
Date of Exit	Actual date of exit
Basis of Exit	"L" *
All test related data elements	Enter updated information to document aural/oral assessment results.

(PK students who were served in PK as ELL (LY) and, when tested in Kindergarten, scored fluent English speakers(FES), should be reported as "LF"and monitored for 2 years.)

*Basis of Entry - "A"-Aural/Oral; Basis of Exit "L" – ELL Committee

If the student scores Fluent English Speaker (FES) and is tested *before* the start of the school year:

Data Element	Changes to:
ELL Code	'ZZ'

PK students who were served in PK as ELL (LY) and, when tested before entering Kindergarten, scored fluent English speakers (FES), should be reported as "ZZ". Keep all records, including the test booklets, in the child's cumulative folder. Do not open an A23 panel for these students.

Appendix F

Exceptional Students

- Florida's MTSS
- Parent Needs Assessment Survey
- Parent Survey
- Parent Introduction to ESE Manual

Table of Contents

Common Questions about MTSS

Multi-Tiered System of Supports (MTSS)
Implementation Components Common Questions

Multi-Tiered System of Supports (MTSS) Defined:
A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. "Need-driven" decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency.

Many existing terms and initiatives share the common elements of data-based problem-solving to inform instruction and intervention (e.g., Problem Solving/Response to Intervention [RtI], Continuous Improvement Model [CIM], Lesson Study, Differentiated Accountability). Although several initiatives share this core characteristic of data-based problem-solving, the **differences** in the use of **terms** (i.e., the labels used to describe them), **who** has responsibility for implementing data-based problem-solving (e.g., general education, special education, student services), and the **language** used to describe the initiatives have often resulted in high levels of variability in the implementation of the model at state, district and school levels. These differences serve to potentially limit the impact of this model on both the integrity of implementation and on student growth.

The primary function of district leadership is to 1) ensure that a **common-language, common-understanding** exists around the rationale for and the purpose and expected outcomes of implementation, 2) clearly identify **who** has the responsibility for **what** and how those individuals will be held **accountable**, 3) ensure that district **policies** are supportive of, and not barriers to, the implementation of the model, 4) provide sufficient support (professional development, technical assistance) to ensure that the implementation plan and timelines can be achieved and 5) identify clearly the district- and school-level leaders who will have implementation expectations as part of their annual performance reviews.

1. What are the basic components of the problem-solving process?
The 4-step problem-solving model involves:

> Step 1: **Define,** in objective and measurable terms, the goal(s) to be attained (what is it we want students/educators/systems to know and be able to do).
> Step 2: **Identify** possible reasons why the desired goal(s) is not being attained.
> Step 3: **Develop and implement** a well-supported plan involving evidence-based strategies to attain the goal(s) (based on data that verified the reasons identified in Step 2).
> Step 4: **Evaluate** the effectiveness of the plan in relation to stated goals.

Some important things to consider when using a data-based problem-solving model:

> 1. A problem-solving model provides the structure to identify, develop, implement and evaluate strategies to accelerate the performance of ALL students.

2. The use of scientifically based or evidence-based practices should occur whenever possible.
3. The effectiveness of the problem-solving process is based on both fidelity of the problem-solving process itself and fidelity in the implementation of the instruction/intervention plan.
4. The problem-solving process is applicable to all three tiers of instruction/intervention and can be used for problem-solving at the community, district, school, classroom and/or individual student levels.

2. How do we define Tiers 1, 2, and 3?

Tier 1 is what **"ALL"** students get in the form of instruction (academic and behavior/social-emotional) and student supports. Tier 1 focuses on the implementation of the district's Core Curriculum and is aligned with the Next Generation Sunshine State Standards (NGSSS). Tier 1 services (time and focus) are based on the needs of the students in a particular school. Some schools require more time than other schools in particular core curriculum areas based on student demographics (readiness, language, economic factors) and student performance levels to ensure that all students reach and/or exceed state proficiency levels.

Tier 2 is what **"some"** students receive in addition to Tier 1 instruction. The purpose of Tier 2 instruction and supports is to improve student performance under Tier 1 performance expectations (levels and conditions of performance). Therefore, "effective" Tier 2 services occur when at least 70% of students receiving Tier 2 services (in addition to Tier 1) meet or exceed grade level/subject area Tier 1 proficiency levels (academic and/or behavior) established by the district. Tier 2 services are more "intense" (more time, narrow focus of instruction/intervention) than Tier 1. Tier 2 services can be provided by a variety of professionals (e.g., general education and/or remedial teachers, behavior specialists) in any setting (general education classroom, separate settings, home). Since the number of minutes of Tier 2 services is in addition to Tier 1, the total amount of time a student receives Tier 1 and Tier 2 services is based, fundamentally, on the number of minutes all students receive Tier 1 supports.

Tier 3 is what **"few"** students receive and is the most intense service level a school can provide to a student. Typically, Tier 3 services are provided to very small groups and/or individual students. The purpose of Tier 3 services is to help students overcome significant barriers to learning academic and/or behavior skills required for school success. Tier 3 services require more time and a more narrow focus of instruction/intervention than Tier 2 services. Tier 3 services require effective levels of collaboration and coordination among the staff (general and specialized) providing services to the student. The expected outcome of Tier 3 services, combined with Tiers 1 and 2, is that the student(s) will achieve Tier 1 proficiency levels (academic and/or behavior) established by the district.

3. How do we differentiate Tiers 1, 2, and 3?
The tiers are differentiated by the "intensity" of the services provided. Intensity is defined as the number of minutes and the focus of the instruction/intervention. An increase in the number of minutes of exposure to quality instruction/intervention and/or the narrowing of the focus of instruction would be defined as "more intensive instruction." Therefore, Tiers 2 and 3 are defined within the context of Tier 1. The number of minutes of instruction and the breadth of that instruction that defines Tier 1 in a school will be the basis for the criteria for Tiers 2 and 3. For instance, if ALL students receive 90 minutes of reading instruction in Tier 1 and that instruction

includes phonemic awareness, phonics, fluency, vocabulary and comprehension, then Tier 2 would be defined as additional minutes of quality instruction and/or intervention that focuses on one or more of the five areas of reading, but not all. The "focus" would be in the area of greatest need for the student. In general, a four step process will help to define and differentiate the tiers: HOW MUCH additional time will be needed, WHAT will occur during that time, WHO is the most qualified person to deliver the "What" (instructional strategies) and WHERE will that additional instruction occur. Tier 3 will be the most "intensive" instruction the building can offer.

4. What does "instruction" look like in Tiers 1, 2, and 3?

Tier 1 The delivery of instruction in Tier 1 is focused on grade level/subject area/behavior standards using effective large and small group instructional strategies. Differentiated instruction occurs to a degree that is appropriate for the size and diverse learning abilities of the group and the instructional skills of the teacher. The number of minutes per day of Tier 1 instruction is based on district standards for what all students are expected to be exposed to for a particular content/subject area and is often determined by state guidelines or regulations. For instance, ninety minutes per day is the typical number of minutes that students in elementary grades receive instruction in literacy. Sixty minutes per day is the typical number of minutes of exposure to mathematics. The impact of Tier 1 instruction should result in approximately 80% of the students achieving grade-level expectations (e.g., proficiency) or making significant growth in the case in which the typical student is performing below grade/subject standards. Schools would be expected to develop school-wide targets and supports for the promotion of appropriate academic and social behaviors and the prevention of maladaptive or challenging behaviors based on evidence of behavior patterns and culturally competent expectations specific to their regional or local needs.

Tier 2 The delivery of Tier 2 instruction is focused on skills that pose a barrier to the acceleration of student learning. Typically, a "standard protocol" approach is used with Tier 2 instruction. Student-centered data (benchmark, progress monitoring, group diagnostic) are used to identify groups of students who share the same academic and/or behavior need. The problem-solving process is used to develop evidence-based interventions to accelerate the development of those skills. The evidence-based instruction is provided to students typically in a group format. The determination of "who" provides the instruction and "where" the instruction is provided is based on a four-step process: HOW much time is needed each day to accelerate the skill development, WHAT instruction/intervention will be provided during that time, WHO will provide the instruction/intervention and WHERE will the instruction occur. No "rules" exist regarding the "who" and "where." Therefore, Tier 2 instruction could be provided in the general education classroom by the general education teacher, in the general education classroom by a supplemental instruction teacher or outside of the general education classroom. The number of minutes of instruction must be greater than the number of minutes provided to typical students for that skill focus. Since academic engaged time (minutes per day of exposure to quality instruction) is the best predictor of rate of progress, acceleration requires minutes in addition to Tier 1. Any Tier 2 instruction provided to students must be integrated with Tier 1 content and performance expectations. Providers of Tier 2 instruction are encouraged to incorporate the instructional language and materials of Tier 1. The impact of Tier 2 instruction should result in approximately 70% or more of the students achieving grade-level expectations (e.g., proficiency) or making significant growth in the case in which the typical student is performing below grade/subject standards.

Tier 3 The delivery of Tier 3 instruction is focused on the skills that pose the greatest barrier to acceleration of student learning. Tier 3 instruction is characterized by the greatest number of minutes of instruction available in a building and the narrowest focus of that instruction. Typically, the instruction is provided to individual students or in very small groups. The same four questions are used to guide the development of the instruction (HOW MUCH, WHAT, WHO, WHERE). Instruction/intervention is developed using the four-step data-based problem-solving process applied to individual students (compared to problem-solving instruction for SKILLS in Tier 2). Data collected to inform Tier 3 instruction typically is individual student diagnostic data (academic and/or behavior). The total number of minutes per day of Tier 3 instruction is in addition to those provided in Tiers 1 and 2. If an "alternate core" approach is used, the total number of minutes is at least the equivalent of the typical number of minutes provided in Tiers 1 and 2 for that content area. Tier 3 is the most powerful instruction and is characterized by:

1. More instructional time
2. Smaller instructional groups (or individuals)
3. More precisely targeted at the appropriate level
4. Clearer and more detailed explanations are used during instruction
5. More systematic instructional sequences are used
6. More extensive opportunities for practice are provided
7. More opportunities for error correction and feedback are provided.

5. What does assessment look like in Tiers 1, 2, & 3?

Tier 1 - Assessments at Tier 1 typically include both formative and summative measures and may occur as frequently as daily or weekly such as classroom mini-skill assessments (to assist with lesson planning) to quarterly benchmark assessments and/or end-of-year summative measures such as FCAT, end-of-course exams, etc., to monitor progress of all students and evaluate effectiveness of Tier 1 instruction and supports. Assessments used at Tier 1 should be able to answer specific questions in order to help guide problem solving efforts at Tier 1 and should align with evidence-based instructional practices and NGSSS adopted in the State of Florida that ALL students are expected to meet (see questions 2-4 above). Some of those questions are (but not limited to):

1. What percent of students are meeting grade level expectations and/or are "on-track" for promotion/graduation?
2. Is Tier 1 instruction for each grade level content or subject area effective (i.e., approximately 80% or more students are proficient or making significant growth?
3. How effective have **improvement plans** (i.e., SIP) been at increasing the growth of all students in addition to reaching higher percentages of students reaching proficiency in content and subject areas?
4. Which students demonstrate significant gaps between their current performances on Tier 1 assessments in relation to grade level expectations of performance for a given point in time?
5. What is the relationship between Tier 1 formative classroom assessments or benchmark assessments and performance on summative measures (e.g., FCAT, end-of-course exams, etc.)?

Tier 2 - Assessments at Tier 2 are likely to be varied for different student needs. The frequency of assessments can be as low as once a month to as frequent as once a week depending on the needs

of the small group of students and the assessment parameters (e.g., FAIR vs. CBM). In addition, assessments of behavior at Tier 2 may occur each period or each day. Just as with Tier 1, Assessments at Tier 2 should be able to answer specific questions such as (but not limited to):

    1. Which students require supplemental instruction or practice based on an analysis of their current needs in relation to Tier 1 standards of performance?

    2. How should students receiving supplemental instruction be grouped together for small-group instruction (e.g., based on skill/content/subject area of need)?

    3. Which students will be provided with a standard protocol approach to address common and recurring concerns for which there are ample evidence-based options for intervention/instruction?

    4. Which students will need modified interventions or more in-depth problem solving (particularly problem analysis) in order to ensure an appropriate match between the instruction/service supports and the students' needs?

    5. Which students are demonstrating a positive response to the supplemental instruction/intervention being provided to them? Which are demonstrating moderate to poor responses to instruction/intervention (remember to check fidelity first for those not progressing)?

    6. Are the majority of students within a given supplemental instructional group demonstrating a positive response to the instruction (i.e., is Tier 2 effective)?

    7. What modifications are needed to increase positive student responses to instruction/intervention at Tier 2?

    8. Which students may need more intensive services? And, which students may be ready to either address other areas of need or transition back to receiving Tier 1 instruction only?

    9. Are students who are demonstrating progress at Tier 2 based on progress monitoring data also demonstrating progress on their Tier 1 assessments? If not, why not?

Tier 3 - Assessments at Tier 3 are intended to be very frequent and assess more micro-level skills to address significant learning challenges or barriers to reaching success at Tiers 2 and/or Tier 1. The frequency of assessments used at Tier 3 for monitoring progress should be based on the intensity of needs of the student and matched accordingly. A general rule of thumb: the more a student is behind Tier 1 expectations of performance and/or the less responsive a student is to previous interventions attempted, the more frequent and varied the assessments should be to ensure matched instructional supports to "catch-up" to grade level expectations. Many of the questions posed at Tier 2 are applicable to Tier 3, except the focus at Tier 3 is typically focused at the individual student level. Additional questions to ask:

    1. Is the student appropriately matched to the intervention plan(s) developed for the student?

    2. Does problem-solving address the "whole student" in that likely both academic and behavioral needs are significant?

    3. If the student is demonstrating a positive response to the intervention(s), then is the student also demonstrating improvements in Tier 1 assessment performance? If not, why not? What next goals/needs should be targeted? Does the student need Tier 3 services anymore (they may still need Tier 2 services)?

    4. If the student is not progressing, is fidelity a concern? Does this student need a long-term (2 or more years) plan for "catching-up" to grade level standards (including transition plans between grades)?

6. What is "fidelity" and how is it assessed?

There are three basic types of "fidelity" for districts and schools to support and/or integrate into instruction and intervention:

1. Fidelity of implementing the critical components of a multi-tiered system of supports (MTSS);
2. Fidelity of using the problem-solving process across all three tiers; and
3. Fidelity of implementing evidence-based instruction and interventions matched to specific need(s).

The first type of fidelity (District MTSS system) requires that the district and school(s) have provided the basic elements of the MTSS infrastructure. This includes the provision of professional development and support (technical assistance/coaching), data support (data sources and technology), leadership support (policies, expectations and evaluation) and program evaluation (on-going data collection to ensure integrity of implementation and support). Assessment tools have been developed in Florida to assess levels of implementation and educator perceptions of the fidelity of the MTSS system. These tools include (among others) the Self-Assessment of Problem-Solving Implementation (SAPSI), the Benchmarks of Quality (BOQ), the PBS Implementation Checklist (PIC), and the Benchmarks of Advanced Tiers (BAT) that can be used to determine implementation across buildings, educator perceptions (beliefs, skills, practices, and satisfaction) and a district Needs Assessment Process. More information about these tools and processes can be found at www.floridarti.usf.edu and www.flpbs.fmhi.usf.edu.

The second type of fidelity focuses on the degree to which the four-step data-based problem-solving process is implemented appropriately. This is important because the development of instruction and interventions is based on this process. If the process is flawed, then the instruction and interventions developed as a result of the process will be flawed. Tools to assess the integrity of the problem-solving process are available at www.floridarti.usf.edu. These tools are designed to be used concurrently with the problem-solving process (Critical Component Checklists) and to assess the degree to which "products" contain critical elements of the problem-solving process.

The final type of fidelity focuses on the degree to which instruction and intervention are **delivered**, in the manner intended, and the degree to which instruction and intervention is integrated across the tiers of service delivery. This type of fidelity includes both **"sufficiency"** (the amount of the service delivered) as well as **integrity** (the degree to which the service was delivered as intended). In Tier one, the integrity of instruction focuses on the degree to which core instruction is delivered in the way intended, based on lesson study (or lesson planning), the presence of effective instructional strategies and the degree to which those instructional strategies are appropriate to the skill level and demographic characteristics of the students (language, abilities). Typically, the fidelity of Tier 1 is assessed through the use of walkthroughs by principals and peers and/or direct observation of the critical elements of the instructional process. Tools such as the Benchmarks of Quality and PBS Implementation Checklist allow for measurement of the fidelity of Tier 1 behavior supports and instruction. The sufficiency of instruction in Tier 1 is based on the degree to which teachers implement core instruction consistent with the time expectations for instruction in specific content areas each day (e.g., literacy, 90 minutes). Integrity in Tiers 2 and 3 focuses on a structured support system for Tier 2/3 providers. This system consists of regular meetings to determine student response to the intervention, barriers to the delivery of the intervention, and technical assistance to deliver the intervention as intended. **Sufficiency** is measured through the use of documentation templates

that measure the degree to which the intervention was provided as intended (e.g., number of minutes or percentage of plan components) and the type of intervention, to name a few. For **behavior**, the Benchmarks of Advanced Tiers (BAT) can also assist with monitoring the fidelity of instruction/intervention that is provided at Tier 2/3.

7. How do we ensure fidelity of instructional/intervention services across the Tiers?

There are many strategies that can be used at the state, district, and school levels to increase the probability that appropriate levels of fidelity occur when designing and implementing evidence-based instruction and interventions for students. Identifying, promoting, and training school leaders and educators about evidence-based instructional practices that all students receive can result in **maximum effectiveness** of Tier 1. State, district, and school leaders should provide effective leadership and professional development to align and integrate multiple initiatives, and streamline procedures associated with supporting the use of a data-based problem-solving process with fidelity. Ensuring fidelity of educators' use of the problem-solving process and implementation of evidence-based practices can be achieved by ensuring alignment between state, district, and school missions through development of MTSS implementation plans. State, district, and school leaders can also use MTSS implementation data at each respective level to identify gaps in infrastructure or supports needed to sustain efficient and effective use of evidence-based practices at the school and classroom levels. Professional development opportunities should also be varied and designed to directly support educators on how to assess fidelity at each tier and utilize identified strategies for ensuring fidelity of implementing evidence-based instruction. For example, leaders can promote the importance of, strategies for, and assessment of fidelity in the conversations of Professional Learning Communities at the school and district levels. State or district leaders may also include development of policies that require documentation of fidelity as part of the data-based problem-solving process, and dissemination of specific methods that can be used at the building level to provide support for fidelity of instruction and intervention.

8. What are "decision-rules" and how are they connected with assessing effectiveness of instruction/intervention?

Decision rules are used to determine the degree to which instruction and/or intervention has been effective at achieving the goals identified in Step 1 of the problem-solving process. Three levels of response to instruction/intervention are used to make the determination of effectiveness: positive, questionable and poor. A positive response to instruction/intervention is demonstrated by a significant improvement in the rate of student performance, such that the performance goal will be reached within a reasonable period of time (based on goal setting in the Problem Identification step of the data-based problem-solving process). A questionable response to instruction/intervention is demonstrated by improvement in the rate of student performance, but the level of that rate of improvement is less than desired to achieve the performance goal. A poor response to instruction/intervention is demonstrated by no change in the rate of student performance following implementation of the instruction/intervention and/or a drop in the rate of student performance. The degree to which the instruction/intervention was implemented with fidelity must be addressed prior to making any decisions about the continuation, modification, or a complete change in instruction/intervention based on the type of student response to instruction/intervention.

Initial recommendations regarding the provision of instruction/intervention can be aligned with student response to instruction/intervention. These recommendations provide a way in which decisions made in different school settings within a district can be consistent. The recommendation following a positive response to instruction/interventions is to continue with the instruction/intervention and the regular progress-monitoring schedule. If a response to instruction/intervention is questionable, the recommendation is to increase the intensity of the instruction/intervention (e.g., time, focus) for a specified period of time and to increase the rate of progress monitoring (if appropriate). When the response is poor, the recommendation is to return to the data-based problem-solving process to develop a new intervention.

9. What are the critical elements of the district and school infrastructure that must be in place to implement and sustain MTSS?

The following are critical elements that should be in place to efficiently and effectively implement and sustain a multi-tiered system of supports across a district:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

10. What are the skills and activities that best define the role of "coaching" within a MTSS?

In the context of implementing and sustaining a MTSS at the school level, the following skills are needed to be available in the school (either provided by an individual "MTSS Coach" or as a set of activities and supports provided by the school-based leadership team) and sustained by state and district PD efforts:

1. **Demonstrating effective interpersonal communication skills** that build trust and relationships among all stakeholders to support implementation and use of a MTSS model and the problem-solving process with fidelity.
2. **Using multiple types and sources of data** accurately to inform problem-solving efforts at either the organizational (i.e., solving implementation problems) or student levels (i.e., solving student learning problems).
3. **Disseminating content knowledge** to stakeholders about:
    a. Organizational change/Implementation processes
    b. Three-tiered model of service delivery
    c. 4-step problem-solving model

d. Knowledge about evidence-based instructional practices and curriculum in academic content areas

e. Knowledge about evidence-based instructional practices and curriculum in behavior content areas

4. **Facilitating team-based collaborative problem-solving processes.**

5. **Supporting leadership team and staff capacity** to sustain a MTSS independently effectively and efficiently over time.

6. **Providing adult/staff training and technical assistance** in accordance with professional development "best practices" and in alignment with

7. **Assessing the impact of coaching activities and supports** on student & staff performance and outcomes.

11. What are the sets of skills required of a principal and what activities best define the role of a principal?

Leadership is an integral part to successful implementation of large-scale innovations and the effective management of change. The building principal is critical to the implementation of any process introduced at the school level. The general leadership skills of building principals have been identified through school based research over many years. These general leadership skills include: effective communication, facilitation of relationships and a positive, collaborative climate, inclusion of school and community based stakeholders, and a focus on celebrating positive outcomes. The implementation of a MTSS system requires these, and additional skills, to ensure consistent implementation of the process and positive student outcomes. It is important that principals receive professional development and support to develop and maintain these leadership skills. In addition, it is important that the district leadership team creates and supports a professional learning community (PLC) for principals implementing MTSS. Building Principal Leadership skills specific to the implementation of MTSS include:

1. Models a problem-solving process: understands the 4-step process and uses the process to guide staff problem solving.

2. Communicates and reinforces the expectation for data-based decision-making: guides the school staff to frame their decisions within the context of student or other relevant data.

3. Communicates and reinforces the expectation that all Tier 2/3 services will integrate Tier 1 standards for performance, instructional materials and practices to facilitate the transfer of student performance from Tiers 2/3 to Tier 1.

4. Schedules "Data Days" throughout the year to ensure that instruction/interventions are informed by student data.

5. Facilitates the development of instructional schedules based upon student needs

6. Ensures that instructional/intervention support is provided to all staff.

7. Ensures that instruction/intervention "sufficiency" and the documentation of that sufficiency occur for all students receiving Tiers 2/3 support.

8. Establishes a system of communicating student outcomes across the professional staff and with students and their parents.

9. Creates frequent opportunities to celebrate and communicate success.

12. What are the most important or highest priority elements of a program evaluation model?

Program evaluation should both inform how MTSS is implemented and provide information on the practices that relate to improvements in student academic, behavioral, and social-emotional

outcomes. Data collection and analysis should be guided by critical questions key stakeholders have about school and district functioning. Examples of critical questions to ask include:

    1. How much consensus is there among educators for the implementation of MTSS?

    2. Do school and district staff possess the knowledge and skills to implement MTSS? Multi-Tiered System of Supports (MTSS) Implementation Components Common Questions 12

    3. To what extent are educators implementing evidence-based instruction and intervention across grade-levels, content areas, and tiers with fidelity?

    4. What steps of problem-solving are being implemented with fidelity?

    5. How are students performing compared to grade-level expectations?

    6. What other factors may be contributing to MTSS implementation and student outcomes?

Asking questions such as these allows key stakeholders to prioritize what data to collect and develop methods and procedures for gathering the information. A variety of methods, tools, and procedures exist for collecting program evaluation data regarding MTSS implementation that can be adapted for local use once the critical questions to be answered are identified.

13. What are some likely reasons that implementation succeeds or fails at either the district or school levels?

Many reasons exist for the failure of a systems change effort, such as MTSS. Some of the most important of those reasons are:

1. **Failure to achieve consensus** - Until and unless the district/school staff understand and agree with the need for the change and believe that they have the skills (or will have the support to attain them), a system change effort is likely to fail.

2. **School culture is ignored** - Every district and school has a history that informs its practices, values, and beliefs. MTSS is a framework that organizes implementation processes, not a prescription. Each district/school must incorporate those beliefs, values, and practices into the development of its implementation plan.

3. **Lack of training and support** - The implementation of MTSS involves the use of existing and new skill sets and practices. The implementation of MTSS will be facilitated by a strong system of professional development and support (technical assistance and coaching) and hindered significantly by the absence of such a system.

4. **Lack of feedback to implementers to support continued implementation** - The implementation of any systems change process can be anxiety producing, particularly when that change process occurs concurrently with the on-going requirements of daily work. The frequent feedback of implementation data along with student outcome data to the staff will enable district and school leaders to provide specific staff support to sustain implementation momentum.

5. **Unrealistic expectations of initial success** - System change processes often are implemented in a time of crisis where district and/or community leaders expect immediate results. Although expectations for quick success are understood, expecting too much too soon will result in lack of goal attainment and present a real threat to sustaining the energy and morale of the implementers.

6. **Failure to measure and analyze progress** - The frequent use and reporting of data will demonstrate that progress is being made and that the rate of progress is consistent with initial expectations. Unless this occurs, unrealistic expectations likely will create the opportunity for failure.

7. Participants not involved in planning - Systems change involves the lives of everyone in the system undergoing that change. MTSS cannot be implemented successfully using a "top-down" method. It is critical that all stakeholders are involved from the beginning to help contribute to and inform the development, implementation, and evaluation of the MTSS process.

2012-2013 ESE & Support Services
Parent Needs Assessment Survey

The purpose of this survey is to assess parent needs to plan ESE & Support Services Parent Education Workshops for the 2013-2014 school year. Your input and involvement is valuable and extremely important in increasing your child's success at home, school and in the community. **Please identify topic areas of workshops you would be interested in attending.**

Name of Parent/Guardian (optional):

_____

Phone number: _____ Email:

_____

Exceptional Student Education
___Accommodations & Modifications
___Assistive Technology:
___Tools to help with Writing
___Technology Tools
___Inclusion Strategies
___Individualized Education Program (IEP)
___Effective parent/teacher conferences

Curriculum
___The New Common Core Sunshine State Standards
___Accessing BEEP (Broward Enterprise Education Portal)
___Technology Tools available in schools
___ Helping my child with:
___reading ____writing ____math ___homework ____other
(specify)_____
___Florida Comprehensive Assessment Test (FCAT)/Accommodations
___The Florida Alternate Assessment (for students who are not taking the FCAT)

Transition
___Transition from Pre-K to Kindergarten
___Transition from Elementary to Middle School
___Transition from Middle to High School
___Transition from School to Adult Life
___Self-Determination (making choices, setting goals, planning)
___Trusts and Special Needs Planning

Health & Wellness
___Brain Gym® (program of physical movements to enhance learning and performance in ALL areas)
___Creative Relaxation & Stress Management Techniques
___Helping my Child Understand Sexuality Issues
___Nutrition
___Yoga Therapy

Additional Topics

___Behavior Management/Positive Behavior Supports
___Bullying Prevention
___Improving Communication with My Child
___Improving Your Child's Self-Esteem
___Improving Your Child's Social Skills
___Self-Regulation (child's capacity to plan, guide and monitor his/her own behavior)
___Helping my child cope with Test Anxiety

My Recommendations

Local, state, or national presenters: _____

_____

_____
Parent resources / books:

_____

_____

_____
Comments: _____

_____

_____
What is the best time(s) for you to attend the ESE Parent Education Workshops?

       ____ Afternoons (12:30 p.m. – 2:30 p.m.)
       ____ Evenings (6:30 p.m. – 8:30 p.m.)
       ____ Mornings (9:30 a.m. – 11:30 a.m.)
       ____ Saturday (9:00 a.m. – 1:00 p.m.)
       ____ After School (4:00pm to 5:00pm)
       ____ Prior to ESE Advisory Council Meeting (5:00pm -6:00pm)

Survey for Parents of Students with an Individual Educational Plan (IEP) in Exceptional Student Education (ESE)

Is your school supporting your involvement in your child's education?

What?
The Florida Department of Education is conducting a survey designed to provide the state with information on how well schools are supporting parents' involvement in their child's education. Under the Individuals with Disabilities Education Act (IDEA), states must report this information to the federal government on an annual basis.

When?
February 1 through June 30, 2011.

Who?
All parents of children with disabilities and a current IEP in grades preschool to 12. (Note: This survey is not about the gifted programs and services.)

How?
Go online to www.ESEsurvey.com to complete the survey.

Results?
Survey results are reported to the United States Department of Education, Office of Special Education Programs, as part of Florida's Annual Performance Report and are posted on the Florida Department of Education's Website at www.fldoe.org/ese. Improvement activities are determined based on the survey report. Progress is monitored through the annual parent survey. No names will be released in any report. All responses are confidential.

What can you do?
The responses to the survey provide important information for planning and monitoring improvement activities. This survey, conducted once a year, provides parents with a unique opportunity to be heard.

A Parent's Introduction to Exceptional Student Education in Florida

Florida Department of Education

A Parent's Introduction to Exceptional Student Education in Florida

This document was developed by the Florida Department of Education, Division of Public Schools, Bureau of Exceptional Education and Student Services (BEESS), through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

TABLE OF CONTENTS

INTRODUCTION

This book is for the parents of children in Florida who have special learning needs because of a *disability*. If you have major responsibility for a child—as a parent, grandparent, surrogate parent, or foster parent—and you think your child has a disability and needs specially designed instruction or support, this book should be very helpful to you.

In Florida, children in public schools who have special learning needs because of a disability are called *exceptional students*. The special help they are given at school is called *exceptional student education*, or *ESE*. The purpose of ESE is to help each student with a disability progress in school and prepare for life after school. ESE services may include special teaching methods and materials, technology devices, therapies, special transportation, or other supports. There is no cost to parents for these ESE services.

This book explains the ESE process and key ideas in the state and federal laws about ESE. It provides basic information only. It does not cover every situation for every child and it is not meant to provide legal advice. If your child receives ESE services this information will help you work with the school as an important member of the education team. You do not need to read the whole book at one time. The table of contents will to help you find the information you need.

The ESE world can be confusing and there might be words or concepts used in the book or during meetings at the school that you do not understand. If so, refer to Appendix B, which contains a glossary of words and terms commonly used in exceptional education. All words that are in *bold and italics* in the book are defined in the glossary.

As you read, you may have more questions. The staff at your child's school or in your school district's ESE office can answer your questions. You can also find more information and free publications at the website of the Bureau of Exceptional Education and Student Services (BEESS) at http://www.fldoe.org/ese.

CHAPTER 1—OVERVIEW

There may be many clues that your child needs extra help and attention in school. For example, your child may:

- Have health problems
- Talk differently than other children the same age
- Act bored or lazy
- Have trouble paying attention
- Take longer to learn school subjects than other children the same age
- Walk or move differently than other children the same age
- Have difficulty seeing, hearing, or communicating with others

In Florida, when a child is having difficulties in school, a team begins a problem-solving process. Members of the team identify the difficulties and make changes in teaching strategies (*interventions*) to match the child's needs. As a parent, you have important information about your child and are encouraged to be part of this problem-solving team. The goal of the team is to find ways to help your child be successful in school.

As teaching strategies are put in place, the team monitors the child's progress and makes decisions about changing the type or the intensity of the interventions. Florida provides several levels of assistance to children, or a *multi-tiered system of supports* (MTSS). The process of *Problem-solving/Response to Intervention* (PS/RtI) is designed to make sure that every child gets the right kind of instruction to meet their needs.

Information gained through the ongoing PS/RtI process helps the team decide whether to make a *referral* for an *evaluation* to see if the child has a disability. Children who need ongoing intensive or specially designed instruction in school because of a disability qualify for exceptional student education. This is often called ESE. Sometimes it is called *special education.*

To receive ESE services in Florida, your child must meet the requirements of at least one of the *exceptionality* categories listed below and need specially designed instruction and *related services*. Educators sometimes use the acronyms for the exceptionalities, so these have been provided as well.

- *Autism spectrum disorder* (ASD)
- *Deaf or hard-of-hearing* (DHH)
- *Developmentally delayed*, for three through five years old only (DD)
- *Dual-sensory impaired* (deaf-blind) (DSI)

- *Emotional or behavioral disabilities* (EBD)
- *Homebound or hospitalized* (HH)
- *Intellectual disabilities* (InD)
- *Orthopedic impairment* (OI)
- *Other health impairment* (OHI)
- *Traumatic brain injury* (TBI)
- *Specific learning disabilities* (SLD)
- *Speech impairment* (SI)
- *Language impairment* (LI)
- *Visually impaired* (VI)
- *Gifted* *

> * In Florida, some children who learn very easily and meet qualification requirements receive ESE gifted services. This book is not about gifted services. For information on gifted student education visit http://www.fldoe.org/bii/Gifted_Ed or contact your local school district.

The eligibility criteria, or requirements, for each of the exceptionality categories listed above are outlined in Florida's laws and rules. Some children have one disability, and others have more than one. One child with a disability may need only a little extra help. Another child may need more services because their learning needs are more intense. Some children will need ESE services for only a short time. Others will need help throughout their school years.

Not all children with the same disability have the same needs or require the same services. ESE services are designed to give each child the special help they need.

There are at least six steps in the process of planning and delivering ESE services for your child:

- Evaluation
- Eligibility determination
- Developing the first *individual educational plan*
- *Consent* for services
- Annual reviews
- *Reevaluations*

These steps are described in detail in this book. Each school district may have a slightly different way of carrying out this process. Work with your child's school during each step by giving information, asking questions, making suggestions, and helping make decisions. For information on your rights during each part of the process, see Chapter 8.

Laws about the Education of Children with Disabilities

There are several important federal and state laws about education for children with disabilities. These laws help to make sure that your child with a disability gets the educational services they need. The laws are organized around the following six principles:

1. **Parent and Student Participation**

   The laws are clear that you, as the parent, should have a voice in all discussions and decisions about your child's education. As your child grows older, their own *participation* becomes important. In fact, once your child is 14 years old (or earlier, if appropriate), they are included at meetings to help make decisions about their education.

2. **Appropriate Evaluation**

   Before deciding that your child is or is not *eligible* for exceptional student education, a team of people must conduct an *individual evaluation* of your child's educational strengths and needs. The evaluation will include measuring your child's response to instruction and interventions over time, interviews, observation, and an analysis of all information about your child and their educational needs. The evaluation sometimes includes individual tests given by a specialist, such as a psychologist or *speech-language pathologist*. The law provides a number of protections to make sure that once your child is identified as a child with a disability, they are reevaluated from time to time to find out if your child continues to have a disability and if their educational program or services should be changed.

3. **Individual Educational Plan (IEP)**

   An *IEP* is a written agreement that tells you, your child, their teachers, and other school staff and service providers what services the school will provide to help your child meet their educational needs.

4. **Free Appropriate Public Education (FAPE)**

   Every student receiving ESE services has the right to a *free appropriate public education*. This means that the local public school district must provide services designed to help your child meet their *annual goals* and make progress in the *general curriculum* at no cost to you.

   If your child has a disability, lives in Florida, is at least three years old and less than 22 years old, meets the *eligibility criteria*, and has not yet graduated from high school with a *standard diploma*, they are entitled to receive free exceptional education services from your local public school district.

5. **Least Restrictive Environment (LRE)**

   Children with disabilities must be taught as much as possible in the school and the classroom they would attend if they were not disabled. This means that your child's school should consider aids and supports that would help your child stay in a regular classroom in their zoned school before deciding on a more restrictive ***placement.***

6. **Procedural Safeguards**

   School and district staff must follow certain steps to make sure that exceptional student education and related services meet the unique needs of each public school student with a disability. The rights that parents have, if there is a disagreement, to make sure those steps are followed are called ***procedural safeguards.***

The laws and rules that apply to educating children with disabilities are described in several places in this book. The most important laws and rules are:

- ***The Individuals with Disabilities Education Act (IDEA)***
- The Family Educational Rights and Privacy Act (FERPA)
- The Americans with Disabilities Act (ADA)
- Section 504 of the Rehabilitation Act of 1973

In addition, information about federal and state rules and local school district policies can be found in the following:

- *Volume I-B: Florida Statutes and State Board of Education Rules* for educating exceptional students, which can be found online at http://www.fldoe.org/ese/pdf/1b-stats.pdf
- Each local school district's *ESE Policies and Procedures* (SP&P) document, which can be found online at http://www.fldoe.org/ese/ppd.asp
- IDEA website Part B, which can be found online at http://idea.ed.gov/explore/home

Note: If your child goes to a private school and you think they might have a disability, the public school district will evaluate your child if you ask for an ESE evaluation. If the evaluation shows that your child does have a disability, they may be able to receive some services from the public school system, but a child placed in a private school by their parents is not entitled to all the rights discussed in this book. You can call the *ESE administrator* in your local school district office to find out more about this.

Student Records

You can help yourself, your child, and the school by keeping your own records. This will make going to meetings and talking to school staff much easier. It will also be helpful if you move to another county or state. Keep all of the information you receive about your child. This may include:

- State and district test results and reports (e.g., FCAT or FCAT 2.0)
- Educational plans for your child—IEPs, and *individualized family support plans* (*IFSPs*)
- Progress reports and report cards
- Samples of your child's work
- Evaluation reports
- Letters or emails to you from the school or from your child's teachers
- Consent forms the school has asked you to sign
- Records or reports from doctors or other people from outside the school who have worked with your child
- **Letters, emails, or other information from agencies such as the Florida Department of Education (FDOE) or the Florida Department of Children and Families (DCF)**
- Copies of letters or notes that you have sent to the school or to your child's teachers
- Notes and dates of telephone calls, meetings, and visits
- Other information related to your child's education

Chapter 9 contains information to help you organize your child's records.

Moving to a Different County

Children who qualify for ESE services in one Florida school district qualify for ESE services everywhere in Florida. Before you move, you should do several things:

- Tell your child's old school where you are moving and ask them to send your child's records to the new school right away.
- Contact the new school as soon as possible and tell school staff about your child's special needs.
- Take copies of your child's school records with you to the new school, including the most recent IEP and evaluation report.

CHAPTER 2—PROBLEM-SOLVING/RESPONSE TO INTERVENTION (PS/RTI)

If your child is having difficulty in school, the classroom teacher will try many ways to help them be more successful. You and the teacher may meet to try to solve the problem together. These problems may be academic, behavioral, or both. If the situation does not improve, you or the teacher may ask for help from a team of people at the school. You, as a parent, are part of that team.

This team will help by planning and implementing **interventions** that are most likely to help your child, such as special teaching or behavior management strategies. You may be asked to attend meetings, provide your input, or help in other ways.

The team will monitor your child's response to the interventions. The information gathered and used by the team to decide how well the interventions are working is called **response to intervention** data. The data is put on a graph to provide a visual of the student's progress. Any time the school develops a graph or report about how your child is responding to an intervention, you can have a copy at no cost to you. The team uses the information to decide about changing the type or the intensity of the interventions. This process is called **problem-solving.**

When a child is having difficulties in school, parents sometimes provide additional supports at home to help their child. It is important that you let the school know what is working at home. If you want to learn how to provide additional supports at home to help your child be successful, ask your child's teacher or principal for information. School staff can provide you with specific strategies or activities you can do at home to help your child build the skills they need to be successful in school. School staff can also show you how to do the activities.

Problem-solving is an ongoing process to find the strategies that work best for your child. There are several levels of interventions that can be used to help your child. Florida calls this a **multi-tiered system of supports.**

There may come a time during the RtI process when the team believes that your child is not making enough progress or when the intensity of support your child needs leads the team to suspect that your child might need exceptional student education and related services. At that time, the team may suggest an additional **evaluation** to find out if your child qualifies for ESE.

The team decides which specific evaluation procedures to use. If the school refers your child for an evaluation they will tell you when and why the referral was made. You must give written permission for your child to be evaluated.

If you think your child has a disability and needs services you may request an individual evaluation at any time. If you make the request yourself, write down the name of the person you talked to and the date. It is best to make your request for an evaluation in writing and keep a copy of the letter.

When you ask to have your child evaluated, school staff will give you a copy of your *procedural safeguards* and a *written notice* telling you:

- That they will evaluate your child or that they have decided not to evaluate your child
- Why they made the decision to evaluate or not evaluate your child
- What evaluations, *assessments*, records, or reports they used to make the decision
- Any other options they considered and why they did not choose those other options
- That you have certain rights under IDEA
- How you can get help in understanding the *notice* and the evaluation process

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CHAPTER 3—EVALUATION PROCESS

The evaluation process is a way to collect information about your child's learning needs, strengths, and interests. The people doing the evaluation will try to answer these kinds of questions about your child:

- What does your child do well?
- What does your child know or not know?
- What interventions have been tried and how did your child respond?
- How does your child learn best?
- What learning needs does your child have?
- Does your child have behaviors that interfere with their learning or ability to make friends?
- Does your child have a disability?

You must give your written permission before your child can be individually evaluated. The school staff will ask you to sign a consent form to show that you agree to the evaluation. The school will tell you, in writing, the following things:

- What they are planning to do during the evaluation
- Why they think your child should be evaluated
- **Any other options the school staff considered and why they did not choose those other options**
- How you can get help in understanding the consent form and the evaluation process

The school will also give you a copy of the document, *Part B, Notice of Procedural Safeguards for Parents of Students with Disabilities*, which explains your rights as the parent of a child who has or is suspected of having a disability.

An evaluation should look at all the areas in which your child may have needs. It must look at your child in more than one way. Here are some ways your child might be evaluated:

- Watching your child work
- Checking on your child's health
- Talking with your child
- Talking with you about things your child does at home and what your child was like at a younger age
- Reviewing your child's school history (including documentation of the problem-solving process)
- Giving individual tests
- Trying *assistive technology devices* with your child

The evaluation will be done specifically for your child and must be appropriate for them. This means the evaluation will:

- Use tests that are designed for children who are like your child
- Not give a false or unfair picture of your child because of your child's race or culture
- Be in the language and form that is most likely to show what your child knows and can do
- Give your child every chance to show what they know and can do

More than one person may help with the evaluation. Here are some of the people who may be involved:

- You (the parent)
- Teachers
- *Occupational* or *physical* therapists
- *School psychologists*
- Doctors or nurses
- *School social workers*
- *Speech-language pathologists*
- Audiologists (hearing specialists)
- *Assistive technology* specialists

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You play an important part in the evaluation process. You can help calm any fears your child has about the tests or other evaluations. You can also provide information about your child that no one else is likely to have, such as information about:

- Your child's medical history
- Your child's development over the years
- How your child does at home in areas such as self-care, communicating with others, doing chores, and doing homework
- How your child gets along with adults and other children
- Your child's interests, skills, and hopes for the future

Evaluation information may also be obtained from other people who have worked with your child in the past. Sometimes the school can use evaluations of your child that have already been done by other schools or agencies. The school will ask you to give written permission to share this information with the school.

Once you have given your written permission for the initial evaluation, gathering information and evaluating your child should be done within 60 school days. The 60 days do not include days when your child is not at school. It is important to have your child at school every day to help get the evaluations finished as quickly as possible.

CHAPTER 4—ELIGIBILITY DETERMINATION

After the evaluation is finished, the school will invite you to a special meeting, which is often called an *eligibility staffing*. When you get the invitation, you will have four choices. You can:

- Attend at the suggested date and time
- Ask to reschedule the meeting and suggest other dates and times you can meet
- Ask to participate through a telephone conference
- Decide that it is impossible for you to attend and tell the school that they may go ahead with the meeting and talk with you about the results afterward (If you choose this option, the school must send you copies of all the reports and any forms that they filled out during the meeting.)

It is important for you to get ready for the meeting. Read over your records and make notes to take to the meeting. This will help you remember important information you want to share and questions you want to ask.

A group of people from the school or school district will be at the eligibility staffing. This may include:

- Principal or other school administrator
- Staffing specialist
- ESE teacher
- Guidance counselor
- Speech pathologist
- Regular classroom teacher
- School psychologist
- Other specialists who worked with your child during the evaluation process

At the meeting, the evaluators or other school staff will explain the evaluations and discuss the results with you. The team of people—including you—will determine if your child qualifies for ESE services. Questions you might want to ask:

- Were there any special circumstances in the testing situation that might have affected my child's performance?
- How do my child's results compare with those of other children?
- How do my child's test results compare with previous scores on similar tests?
- What do the test results tell you about how my child learns best?

- Are there recommended strategies to help my child be successful in the *general education* curriculum?

First, a child qualifies for services only if they meet one of the eligibility criteria in the *State Board of Education Rules* for ESE, listed below:

- Autism spectrum disorder (ASD)
- Deaf or hard-of-hearing (DHH)
- Developmentally delayed (three through five years old only) (DD)
- Dual-sensory impaired (deaf-blind) (DSI)
- Emotional or behavioral disabilities (EBD)
- Homebound or hospitalized (HH)
- Intellectual disabilities (InD)
- Language impaired (LI)
- Orthopedic impairment (OI)
- Other health impairment (OHI)
- Traumatic brain injury (TBI)
- Specific learning disabilities (SLD)
- Speech impaired (SI)
- Visually impaired (VI)

Second, the team must determine if your child needs specially designed instruction and related services as a result of the disability. There are a number of questions that the team will answer to help figure out if your child qualifies for ESE and to lay the foundation for the *individual educational plan*. The questions include:

- What special learning needs does your child have because of the disability?
- What special behavioral needs does your child have because of the disability?
- Does your child need assistive technology because of the disability?
- **Does your child need related services or *supplementary aids* to benefit from special education?**

The team will use the evaluation reports, medical records, school progress reports, test results, progress monitoring information from the RtI process, and any information you provide to decide if your child qualifies for ESE services. You have the right to receive copies of evaluations and reports at no cost to you. You also have the right to have the reports and evaluations explained to you. Be sure to keep copies of evaluation reports in your file or notebook.

The team will decide one of the following:

- **Your child is eligible for ESE services. The team will develop an IEP so you will know** what services the school is offering to your child.
- **Your child does not qualify for ESE services. However, the problem-solving process** will continue. If your child is still struggling, the school will keep working with you to find ways to help. If your child is doing better, the school will continue to monitor progress to make sure that your child continues to be successful.
- **Your child does not qualify for ESE services, but does need *accommodations* as a** **result of a disability. The accommodations will be identified in what is called a *504*** **plan.** More information on 504 plans can be found at http://www.fldoe.org/ese/pubxhome.asp.
- There is not enough information to reach a decision and more evaluation is needed.

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CHAPTER 5—THE INDIVIDUAL EDUCATIONAL PLAN (IEP)

Every child with a disability who is eligible for ESE will have an IEP. An IEP is a written plan that tells you, your child, the teachers, and other school staff which ESE services the school will provide to your child. Your child cannot receive ESE services until the first IEP is developed and you give your permission for the services and placement. You will find a copy of a sample blank IEP form in Appendix D. Your child's form may look different, but it will include the same information.

IEPs are developed during *IEP team meetings*. You will get a written notice from the school before each IEP meeting. The notice will tell you the day, time, and place suggested for the meeting; who will be there; and why the meeting is being held. The school staff want your help in writing the IEP, so they will try to find a day, time, and place that is good for you. Some parents choose to participate in the meeting by telephone. If you choose not to participate in the meeting, the school may hold the IEP team meeting without you. Even if you do not participate, you will still receive a copy of the IEP.

Here are some things to keep in mind about the IEP:

- The IEP is a plan for your child only.
- There is only one IEP at a time for your child.
- The IEP describes the services your child will receive from the beginning date to the ending date of the IEP, which will be for one year or less. A new IEP must be written for your child at least once every year.
- The people you and your school invite to the IEP team meeting should have knowledge or expertise about your child or the technology your child uses. If the school is going to invite someone from any agency other than the school district, you must give your permission. If you are going to invite someone, it would be helpful if you let the school know who you are inviting.
- When you sign the IEP, it does not mean you agree with it. Your signature on the IEP form means that you attended the IEP team meeting. It does not mean you give your permission for services to begin. You will be asked to sign a different form to give your permission for services to begin for your child.
- If you do not agree with the IEP, you can write "not in agreement" on the IEP beside your signature.

The team will discuss the following nine items at your child's IEP team meeting. The decisions will be included in the IEP.

1. Present Levels of Academic Achievement and Functional Performance

The present level statement describes what your child is able to do and what they struggle with in academic subjects and functional skills. It may also include information about how your child behaves or communicates with others. It may identify at what grade level your child is performing. The IEP team needs to know what your child knows and can do when it develops your child's IEP. The IEP team also needs to know how your child's disability affects their progress. This information helps determine what your child needs to learn (your child's annual goals) and what services they need.

Here are some examples of present levels statements:

- Based on John's results on the district reading test, John understands what he reads at the third-grade level.
- Based on teachers' and parents' observations, Mary hits people when she is angry, upset, or needs help.
- Based on parents' observations, Eric writes slowly but he enjoys using the computer and does more of his homework when allowed to use the computer.

2. Measurable Annual Goals

Measurable annual goals state what your child needs to learn in order to progress in the general curriculum and to meet other needs related to their disability. These goals are based on the present levels statement. An IEP may contain one or more annual goals. They describe what your child should be able to learn within a year. Annual goals must be measurable. This means that goals should be written so that at the end of the year, the IEP team can tell if your child has learned what was expected. Goals should also be reasonable. The team should not plan too much or too little for your child.

Here are some examples of annual goals:

- By the end of the year, John will independently read a fourth-grade textbook and answer comprehension questions with 80 percent accuracy.
- By the end of the year, Mary will use words instead of hitting when she is angry, upset, or needs help 80 percent of the time.
- By the end of the year through participating in a keyboarding class, Eric will be able to use a laptop to complete and turn in 95 percent of his homework assignments on time.

For older students, the IEP will include goals related to the student's transition to life after high school. Additional information about transition planning for students 14 years old or older can be found in the book *Transition Planning for Students with Disabilities: A Guide for Families*, which is available online or through the BRIC. (Contact information for the BRIC is on the inside of the front cover of this book.)

3. Benchmarks or Short-Term Objectives

Your child's IEP may contain **benchmarks** or **short-term objectives.** Benchmarks and short-term objectives are only required for students who take the **Florida Alternate Assessment (FAA).** For other students, they are optional. The IEP team makes the decision about including benchmarks and short-term objectives.

Benchmarks are major milestones between the present levels of performance and annual goals. Short-term objectives are similar, but usually cover smaller steps. However, many people use these terms to mean the same thing. Benchmarks and short-term objectives, like annual goals, should be written to fit your child's needs.

The IEP should list all the important steps needed to master the goals the IEP team has set, but it is not a daily lesson plan. The benchmarks and short-term objectives should not be so small that your child could achieve them in a day or two.

4. Description of How Child's Progress Will Be Measured and Reported to Parents

Throughout the year, you and the school will keep track of how well your child is doing. The IEP must describe how your child's progress toward their annual goals will be measured and how you will be regularly informed of that progress. It will also describe how often you will receive reports about your child's progress.

5. ESE Services, Related Services, Supplementary Aids and Services, and Support for Personnel

The IEP describes each ESE service, related service, accommodation or **modification**, support, or supplementary aid for your child. It may also list the title of the person who will make sure that your child receives each service. Services, aids, and supports are help that your child may need in order to benefit from school. They are devices and services that allow children with disabilities to be educated with children without disabilities as much as possible. Some children do not need any additional services, aids, or supports, while other children need several.

Sometimes the best way to help your child is to help your child's teachers. Any support that will be provided for your child's teachers should be listed on the IEP as well.

6. Accommodations

Your child may need changes in teaching or testing in order to make progress and demonstrate what they have learned. The IEP describes these changes. Accommodations are changes to **the way** a student accesses instructions and demonstrates what they know. Students who need accommodations but not modifications usually work toward a standard diploma. Accommodations are usually tried before considering modifications.

Modifications are changes in **what** a student is expected to learn. They may include changes to content, requirements, and expected levels of mastery. Modifications may include partially completing a course or program requirement or getting instruction in the *access points* for students with significant cognitive disabilities. Students who need modifications may not be able to earn a standard high school diploma.

7. Accommodations in the Administration of State- and District-Wide Assessments

The IEP must include a statement about any accommodations that will be made for your child when taking state- or district-wide assessments (tests).

An accommodation to a state- or district-wide assessment should only be requested when used regularly in the classroom setting. If your child is using an accommodation in the classroom that is not allowed for state assessments, you must sign forms that describe the accommodation and tell you which test(s) will not allow its use.

Here are some examples of testing accommodations:

- An interpreter uses sign language to give the directions for a test to a child who cannot hear.
- A child takes a three-hour test in three separate one-hour sessions rather than in one long session.
- A child responds to the test questions orally rather than the way other students do, such as with paper and pencil or on a computer.

If the IEP team decides that your child will not take a particular state- or district-wide assessment, the IEP must include an explanation of why that assessment is not appropriate for your child and how your child will be tested instead. This is called an *alternate assessment.*

8. Florida Alternate Assessment

Federal and state laws require that all students be included in statewide testing. Most students with disabilities take the Florida Comprehensive Assessment Test® (FCAT or FCAT 2.0) along with general education students. A small number of students with significant cognitive disabilities take the Florida Alternate Assessment. The FAA is for students with disabilities who require direct intensive instruction in skills needed for community living, leisure, and **vocational** activities. Students who take the FAA will work toward a **special diploma** rather than a standard diploma when they get to high school.

If your child is working toward a special diploma, the IEP team decides which of these assessments your child will take.

9. Placement and the Least Restrictive Environment (LRE)

When Congress first passed the Education for All Handicapped Children Act in 1975 (now the IDEA), the purpose was to make sure all children with disabilities had access to a free appropriate public education. Before that time, states had different laws and not all children with disabilities could attend public schools.

To receive federal funds, a state's plans must include a promise that a child with a disability will only be removed from a regular classroom if the nature or severity of their disability interferes to such a degree that education, even with additional supports and services, cannot be satisfactorily achieved in a regular class. Students must be placed in the least restrictive environment possible.

The IEP team's decisions about where your child will be taught are called "placement" decisions. Your child's placement will be based on your child's needs. You and the rest of the IEP team will begin by assuming that your child will be taught in the same classroom and school your child would attend if they did not have a disability.

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The IEP team will work together to identify services and supports that will help your child succeed in general classes and in other activities at the school. Only if the team decides that your child will not be able to make progress in general classes will they consider having your child spend part or all of the day in ESE classes, which is a more restrictive placement. Ranging from least restrictive (1) to most restrictive (6), possible placements include the following:

1. General education class for all subjects, with special instruction, materials, technology, services, accommodations, or curriculum modifications
2. General education class for some subjects and a special class just for students with disabilities for other subjects (sometimes called a "resource class")
3. Special classes for all subjects
4. Special school for the whole day
5. Special place to live and go to school
6. Instruction at home or in a hospital

These different types of placements make up the range of placements. Which school your child attends is based on the district's plan for school zones and on which schools offer the services your child needs. Some types of services may be available in many schools throughout the school district. Other types of services may only be available in a few schools.

The time that a child remains in the general education classroom using supplementary aids, accommodations, or services and the time they spend in another setting is decided on an individual basis by the IEP team. The team must first consider what it would take to support the child's learning in the general education classroom with students without disabilities. No matter where the child receives instruction, the special materials, technology, services, or accommodations will be written into the IEP and made available to meet the child's learning needs.

In almost every case, the local public school district will be able to offer the services and placement your child needs. However, if the IEP team decides that your child needs a placement that the local school district does not offer, your school district may look for another school district or private school to provide the services. If the IEP team decides that your child will go to a school in another district or to another school, transportation will be provided at no cost to you.

Other Information That May Be on the IEP

Each type of information described above must be included in your child's IEP. Some school districts include other information in the IEP to make it more useful. Here are some of the things that may be added:

- Physical education—Tells the type of physical education your child will receive (general or specially designed)
- Information on parent participation—Describes what the school has done to notify you about IEP team meetings and to help you participate
- Child's or parent's language—Tells what language your family speaks
- Health and medical information—Describes any special health or medical problems your child has
- Diploma option—Tells what type of high school diploma your child is working toward

   Note: Most students with disabilities are able to pass the courses and tests needed to get a standard diploma. Some students with disabilities will work toward a special diploma. Talk with the IEP team about the kind of diploma your child can earn.

You will receive regular reports on your child's progress toward their IEP goals. As your child grows and changes, and as you and the school staff learn new things about your child, the IEP will need to be changed. As you work together, you will find ways to make the IEP more useful.

Transition IEP

When your child turns 14 they should participate in meetings, and the IEP team will start discussing what you and your child's plans are for after high school. The IEP team will also identify the course of study and services needed to help your child prepare for life after high school. The book, *Transition Planning for Students with Disabilities: A Guide for Families*, provides important information about transitioning. It is available online at http://www.fldoe.org/ese/pub-home.asp and from the BRIC. (Contact information for the BRIC is on the inside of the front cover of this book.)

Consent for Services and Placement

You will be asked for written consent for placement and services only once. This will happen after the first IEP is developed. If your child's services or placement are changed later the school or district must inform you by providing a written notice, but they do not need your permission to make the changes. See Chapter 8 for more information about consent and written notice.

After the IEP and Consent

Once you have given your consent, services should start right away. Of course, the school may need a few days to get everything ready. There are several things you may want to do before your child starts receiving ESE services:

- If your child will receive services in a different classroom or in a different school, call the school to arrange a visit for you and your child.
- Talk to your child. Tell your child about the services they will receive. If your child's placement is going to change, tell your child about the new teacher or class.
- If your child is going to use assistive technology, learn how to use it yourself. Be sure you know who is going to teach your child to use the technology. Be sure you know who is going to take care of the technology.
- If your child will be riding a bus, check on the bus schedule.

After your child has started receiving services, keep in touch with the teachers. Find out how your child is doing and what your child is learning. Visit the class every once in a while. Before you visit, call the school to arrange a time. Talk with the teachers about the good things you saw as well as any concerns you have. Know when you should receive written reports on how your child is progressing toward their IEP goals. This is listed in the IEP. If you do not receive the reports, ask for them. If concerns or disagreements about your child's ESE services come up, it is helpful to talk with the teacher, guidance counselor, *staffing specialist*, or school principal as soon as possible.

If you are still unable to resolve the concerns, you may contact the district's ESE office. Many school districts have procedures in place to assist families in resolving disputes.

In addition, parents may contact the Bureau of Exceptional Education and Student Services (part of the Florida Department of Education) to discuss the following administrative remedies:

- *Mediation*
- State *complaint* investigation
- *Due process hearing* request

Matrix of Services

You may hear the term *"matrix of services"* at some point during your child's education. This is a funding tool used by the State of Florida. The matrix is not part of the IEP.

The matrix of services reflects the level of services listed on your child's IEP in each of the following areas:

- Curriculum and Learning Environment
- Social or Emotional Behavior
- *Independent Functioning*
- Health Care
- Communication

Within each area, the IEP team may have decided that your child will receive no services, some services (such as help from a specialist for you   cher, or adapted instructional materials), or very intense services (such as continuous monitoring or assistance). The services your child receives will be noted in the matrix. Services that are checked off on the matrix must be services your child is actually receiving.

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CHAPTER 6—ANNUAL REVIEW OF THE IEP

At least once every 12 months, you and the rest of the IEP team will meet to talk about your child's progress in school and to write a new IEP. You will receive a written notice about this meeting. If you cannot go at the time suggested in the written notice, you may call the school and ask for a different day, time, or place.

You will want to get ready for this meeting. Read over the progress reports you received during the year and any other records you have. Make a list of your questions and suggestions. You might want to visit your child's class and talk to the teacher again. Re-read Chapter 5 about IEPs before you go to the meeting.

The team may begin by reviewing your child's last IEP and other records to learn what progress your child has made. Based on that information, the team will answer questions such as these:

- What are your child's present levels of academic achievement and functional performance?
- Does your child need additional accommodations to be successful in the general curriculum?
- Which annual goals has your child mastered? Which annual goals need to be changed? What new annual goals should your child work toward?
- Do the services or supports need to be changed?
- Does assistive technology need to be added or changed?
- Is there a need for more evaluations?
- Does your child need a different placement in order to make progress?

You and the rest of the team will then write a new IEP for your child. The team may be able to write the new IEP without more evaluation, or the team may ask your permission to do another evaluation.

Of course, your child's needs may change at any time. Watch your child carefully. Keep in touch with the people at the school. You do not have to wait until the 12 months are up to review your child's IEP. You may ask for an IEP meeting at any time. Here are some reasons you might ask for a review meeting before the end of the 12 months:

- Your child is not making as much progress as expected.
- Your child is making more progress than expected.
- Your child needs services for more time or less time.
- Your child's needs have changed.

- **New information about your child is available that could impact the IEP.**

If you wish to ask for an IEP meeting before the 12 months are up, write to the school to explain why a meeting is needed. Generally, changes to the IEP must be made by the entire IEP team at an IEP meeting. However, between annual IEP meetings, when the school district and the parent agree, the IEP can be amended or modified without an IEP meeting and without rewriting the entire IEP. Any time your child's IEP is amended or modified, all members of the IEP team should be informed of the change. The school must notify you if it changes your child's services or setting, but the school does not need your consent to change your child's services or setting.

If your request for an IEP team meeting is turned down, the school district must tell you in writing. If you cannot settle your disagreement with the school, you may ask for mediation or for a due process hearing.
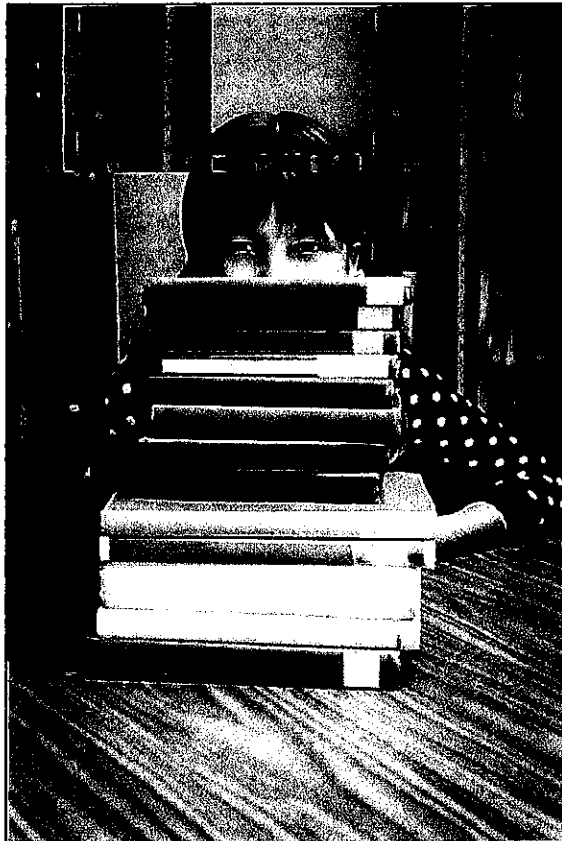

Photo courtesy of: Jupiterimages/ Brand X Pictures/Thinkstock

CHAPTER 7—REEVALUATION

The school must reevaluate your child at least every three years to find out if they still have a disability and still need ESE services. As part of the reevaluation, the IEP team must review existing information about your child. The IEP team may decide to give your child tests or use other methods to collect new data about your child.

The school must have your written permission before doing any individual evaluation or testing. The consent form will tell you, in writing, the following things:

- What they are planning to do during the reevaluation
- Why school staff think your child should be evaluated individually
- Any other options the school staff considered and why they did not choose those other options
- How you can get help in understanding the consent form and the evaluation process

The IEP team will also hold a meeting if you or the school staff think that your child no longer needs ESE services. Your child can only be dismissed (removed) from ESE by the IEP team. The school cannot dismiss your child from ESE services without asking you to participate in the decision. After the meeting, the school will provide you with written notice if the IEP team has decided to dismiss your child from ESE. You will get this notice before your child stops receiving services. However, the school does not need your permission to dismiss your child from ESE or to make other changes in placement. If you disagree with the decision, read Chapter 8 for more information about your procedural safeguards.

If your child is dismissed from ESE it may be helpful to save your records for future use.

CHAPTER 8—PROCEDURAL SAFEGUARDS (RIGHTS AND RESPONSIBILITIES)

This chapter will help you understand the rights and responsibilities that go along with ESE services. The federal law called the Individuals with Disabilities Education Act says that as the parent of a child with a disability, you have certain *procedural safeguards*. These are rules about what procedures the school (and parents) must use in making decisions about a child's ESE services.

The procedural safeguards may be hard to understand. Along with reading this chapter, you may want some training or other help. The ESE administrator in your local school district office can tell you where to find help or training.

Procedural safeguards are designed to make the ESE process fair for you and the school and to help make sure your child receives a free appropriate public education. Procedural safeguards give parents and schools a set of rules to help them work together. The procedural safeguards also give parents and schools ways to solve problems and settle disagreements.

If you have good reason to believe that your child is not receiving a *free appropriate public education*, you may want to make use of your rights, including your right to mediation, to file a state complaint, and to request a due process hearing. There are people who will help you do this.

The school will give you copies of your procedural safeguards at least once a year and:

- Upon initial referral or your request for an evaluation
- When a change in placement occurs for your child as part of a discipline procedure
- Upon receiving a state complaint or first request for a due process hearing in the school year
- When you request a copy

Note: The rights given by IDEA to the parent of a student with a disability transfer to the student at the *age of majority*. In Florida, this *transfer of rights* happens when the student turns 18, unless the student has been declared incompetent under state law or has a guardian advocate who has been appointed to make educational decisions.

If you have read Chapter 1, you already know that you and your child with a disability have many rights, such as the right to:

- A free appropriate public education

- A complete, fair individual evaluation
- An IEP
- An education in the *least restrictive environment*
- A yearly review of student progress

Procedural Safeguards

Here are three examples of procedural safeguards that are especially important to you and your child with a disability:

- The right to have written notice
- The right to participate
- The right to give, not give, or withdraw consent

The Right to Have Written Notice

There are many times when the school must give you written notice. You will get a notice from the school when:

- The school has agreed to (or turned down) a request you have made
- The school wants to individually evaluate or reevaluate your child
- The school staff plans to change your child's services or placement
- **The team has decided, at an eligibility staffing meeting, that your child is or is not eligible for ESE**

The notice should:

- Be easy for you to understand
- Tell you what the school plans to do (or refuses to do)
- Tell you why the school plans to take (or refuses to take) action
- Explain any other options the school considered and why they were rejected
- Describe any evaluation procedure, test, record, report, or other factor the school used to make the decision
- **Tell you that you have specific rights and how you can get a copy of the procedural safeguards**
- Tell you who to call if you do not understand the notice

If you understand and agree with what is in the notice, there is very little you need to do. Keep the notice in your file. Plan to go to any meeting you have been asked to attend. If you do not understand the notice, call the school or appropriate contact right away. Someone

there will explain what the notice means. If you do not agree with what the notice says, there are steps you can take:

- First, contact the person named in the notice.
- Next, call the ESE administrator in your local school district office.
- Ask for a meeting, such as another IEP team meeting.
- You may need to write a letter to explain your point of view.
- You may ask for free mediation services at any time.
- **If you believe that the school has not followed the requirements of IDEA when the IEP team made a decision or that the IEP is not being implemented as agreed, you may file a formal state complaint or ask for a due process hearing.**

The Right to Participate

You have the right to help make certain decisions about your child's education. The school must ask you to participate whenever they hold a meeting related to the *identification*, evaluation, or placement of your child or to the provision of a free appropriate public education to your child. The school will ask you to participate in any meeting to:

- Determine your child's eligibility for ESE
- Develop (write) or review your child's IEP
- Make decisions about your child's placement or services

Sometimes, you may ask the school to set up a meeting. No matter who asked for the meeting, when you participate, you make it easier for the school to serve your child. When you participate, you will want to:

- Share information about your child and your child's needs
- Listen to and think about what other people are saying
- Ask questions
- Keep notes or records about the meeting
- Share your ideas about what can be done to help your child
- Make sure you understand what is going to happen next

If you need a translator to participate in the meeting, one should be provided for the meeting. If you use sign language, an interpreter should be provided. Be sure to let the school know before the meeting if you need a translator or an interpreter. You may bring someone to translate or interpret, if you wish.

Whenever you are asked to participate, you should prepare. Read over your records and the parts of this book that are about the type of meeting you will be attending. Call the school

and ask to visit your child's class and talk to your child's teachers. Make notes about things you want to say or the questions you want to ask and take them to the meeting. You may also take someone with you to the meeting—such as a friend, relative, or other person who has knowledge of your child and can help you. It is helpful to let the school know when you are bringing someone with you to the meeting.

The Right to Give, Not Give, or Withdraw Consent

For some actions, the school only has to let you know what they have decided to do or not do (give you notice). However, they must have your written permission before they take the following actions:

- Conduct an individual evaluation of your child
- Provide ESE services for the first time

When you give your permission, it means you agree to let the school staff do something for your child. You will be asked to sign a form that says you agree to what the school is planning. Usually this permission is called *"consent."*

You have several choices when the school asks for your consent:

- You may agree and sign the form.
- You may ask for more information.
- You may ask for time to think about what is best for your child.
- **You may ask the school staff to change what they are planning. They will either** make the change or decide that the change is not appropriate. If the school staff refuses to make the change, they will let you know in writing.
- **You may decide not to give consent. Be sure that the school staff understands your** reasons for this decision. The school staff may try to help your child in another way, or they may suggest mediation or ask for a due process hearing.

Think carefully about whether to give your consent, because you are making important decisions about your child's education. Most of the time you and the school staff will be able to work together and agree on what will be done for your child.

Remember, for some actions, the school must give you a written notice but does not need your consent. However, the school staff should ask for your input. Here are some things the school can do without your consent:

- **Hold an eligibility staffing or an IEP team meeting (however, you must be invited to** participate in these meetings)

- Change your child's placement or services (however, any change in placement must be based on the decision of the IEP team, and you are a member of the team)

You may withdraw (revoke) your consent at any time after your child starts receiving ESE services. You must do this is writing. Before the school district can stop providing ESE services to your child, they must notify you in writing.

Steps in Solving Problems

From time to time, you and the school staff may disagree about what is fair or needed for your child. Some disagreements can be solved easily, while others may take more time and effort.

The first step in solving a problem is to make sure that everyone understands the problem. It is often best to ask for a meeting when you don't understand something or think the school doesn't understand you. Many times, talking to the right person will help. Contact the people in the list below, in the order given:

- Your child's teacher
- The principal of the school
- Your child's IEP team
- The ESE administrator in the local school district office
- The superintendent of the school district

If other problems come up, find out who has the power to make decisions about those problems and talk to that person. Taking a complaint to someone who cannot make decisions is not a good use of time for you or your child.

Dispute Resolution

If you and the school district are still not able to agree about what is needed for your child, you may decide to ask for mediation, file a state complaint, or ask for a due process hearing.

Mediation, *formal complaints*, and due process hearings all have the same purpose: to solve problems. They are designed to make sure that children with disabilities receive a free appropriate public education. They are not designed to punish the school or anyone else.

More information about the dispute resolution methods below and the forms you need to complete if you want to use one of them can be found online at http://www.fldoe.org/ese/resolution.asp. The forms are also in Appendix D of this book.

Mediation

One way to solve problems is mediation. During a mediation session, a trained and *impartial* mediator will help you and the school district resolve your disagreement about the identification, evaluation, placement, or free appropriate public education of your child. You may ask for mediation at any time—even at the same time that you file a complaint or ask for a due process hearing.

For mediation to occur, both you and the school district must agree to it. After you and the district send a request for mediation to the Florida Department of Education, FDOE will assign a mediator and schedule the mediation. Sessions usually last three to six hours. What happens during a mediation session is *confidential*.

The purpose of mediation is not for one side to win, but for both sides to come to an agreement. The mediation session will give you and the school district a chance to:

- Talk about the problem
- Explain your points of view
- Come to an agreement that is best for your child

The mediator will not decide how to solve the problem. The mediator will help you and the school (or district) staff come up with ideas to solve the problem. There are several advantages to mediation:

- Mediation services are free.
- Disagreements are typically solved more quickly through mediation than they are through formal complaint or due process procedures.
- Mediation may improve your working relationship with the people in the school and school district. This can be very important, since your relationship with the school district may last many years.

If you and the school district do not reach an agreement through mediation, you may still file a complaint or ask for a due process hearing.

Formal State Complaint

Parents may also try to solve problems by filing a formal complaint with the Florida Department of Education. You should only file a complaint with the Bureau of Exceptional Education and Student Services if you believe the school district has violated a requirement of IDEA or state laws and rules relating to the education of students with disabilities. Problems like bullying, discrimination, or the behavior of staff do not count as a violation of

IDEA or state laws relating to students with disabilities. However, bureau staff can help you locate the correct area within FDOE to file a complaint on these issues.

You are encouraged to call FDOE at (850) 245-0475 before filing a complaint. FDOE staff may encourage you to try mediation or other methods of solving the problem, or they may contact the district on your behalf to help resolve the issue. However, if you decide to file a formal written complaint, your complaint must:

- Describe how the school district has violated a requirement of IDEA or another law
- Explain the facts of the situation as you understand them
- Be about a violation of law that occurred not more than one year before you filed the complaint

During the complaint process, FDOE will ask you to explain your complaint over the phone or in writing. The FDOE will investigate to find out if the school district has violated a law or rule. Someone from FDOE may visit the school, if needed. Within 60 days after the date your complaint is received, FDOE will issue a written decision. The decision will:

- List the findings of fact—the things FDOE found to be true or that you and the district stated
- List the laws or rules that were to be followed
- State the FDOE's decision
- State what the district must do to correct the problem (if the district was found to have failed to follow the law or rule and was found to be at fault)

If there is also a due process hearing about the issue(s) in the state complaint, then the state complaint will be set aside to allow the issue(s) to be decided through the due process hearing. If the issue(s) have already been decided through a due process hearing, then the decision cannot be reconsidered through the complaint process.

Due Process Hearing

The right to a due process hearing is given to parents and school districts as a way of helping them resolve disagreements about a child's evaluation, eligibility, placement, services, or IEP. An *administrative law judge* runs the due process hearing. In our state, the administrative law judge works for the Division of Administrative Hearings (DOAH). The administrative law judge cannot know the student or be a friend or relative of the family. At the hearing, the administrative law judge will:

- Listen to you explain what you want and why
- Look at the school district's records and your records

- Listen to people from the school district explain their point of view
- Listen to the people you chose to help explain your point of view
- Ask questions

After the hearing, the administrative law judge will make decisions based on the laws and rules.

The due process hearing is a formal procedure, so, **as in court, certain rules apply:**

- You have the right to have a lawyer or other person to help you.
- A lawyer will represent the school district.
- **You and the school district may have *witnesses* to help explain things to the administrative law judge.**
- You and the school district may show *evidence* to the administrative law judge.

It may take up to 45 days (or longer, in some cases) from the time you ask for the hearing to actually have the hearing and get a decision from the administrative law judge. During this time, your child will stay in their present placement and receive the services in their IEP, if they have one. This is called a *stay-put placement*. Of course, you and the school district can agree to make a change if you both believe it is a good idea.

While you are waiting for the hearing, you will be asked to try to work things out in a meeting called a resolution session. If you and the school district agree, you can try mediation instead. If the school district wants to have a resolution session or wants to go to mediation and you refuse, the hearing will not take place. You can also ask for mediation during a due process hearing or at any other time. If mediation does not work, you can still have a due process hearing.

Before the Hearing

You must fill out a "request for due process hearing" form. Call the ESE administrator in your local school district office before you send in the form, and let the administrator know what you plan to do. If the school district is asking for the hearing, they will send you a written notice. In either case, there are many things you need to do to get ready for the hearing.

Decide about Getting Help

It is important that you know how to present your case at the hearing. Consider having someone, like a lawyer or other advisor, help you get ready and go to the hearing with you. The school district staff will have a lawyer to help them.

- The school district can give you a list of places to get free or low-cost legal services. Ask for this list.
- **Many of the groups listed in the directory in Appendix A will help you get ready for a hearing. (People from these groups are often called "advocates.")**
- Check with a local college or university. Sometimes a professor in the special education department will be able to help you.
- If you want to represent yourself, visit http://www.doah.state.fl.us/ALJ and click the "Representing Yourself" link for helpful information.

Check Time, Place, and Other Details

The time and place for the hearing will be set so that you can be there. It may or may not be appropriate for your child to attend the hearing.

Collect Evidence

At the hearing, you try to prove to the administrative law judge that you are right. The school district staff will try to prove that they are right. You need evidence to show to the administrative law judge.

Evidence is material that helps to explain your point of view. Here are some types of evidence you can present:

- Evaluation reports
- Letters and emails
- Samples of your child's work
- Tape recordings of any meetings, if applicable
- Education records
- **Notes**
- Photographs

Get Witnesses

You may want to have other people help explain your point of view to the administrative law judge. Witnesses can be:

- Friends or relatives
- Experts—people with special training in ESE
- People from the school
- People from outside the school who have worked with your child

There are rules about witnesses:

- **You and the school district staff must give each other a list of your witnesses at least five days before the hearing.**
- **You should have a witness to talk about each piece of evidence you plan to use. For example, if you use an evaluation report as evidence, the person who wrote the report should be a witness at the hearing.**
- If someone refuses to be a witness for you, the administrative law judge may make that person come to the hearing.

During the Hearing

The administrative law judge will run the hearing. These things will happen in every hearing:

- You, your lawyer, or your advocate, and the school district staff will be asked to explain the problem and what you want to happen.
- You explain your point of view, question your witnesses, and show your evidence.
- The school district staff explains their point of view, questions their witnesses, and shows their evidence.
- You may question the school district's witnesses.
- The school district may question your witnesses.
- The administrative law judge may question anybody and look at the evidence.

If you think that something about the hearing is unfair, tell the administrative law judge right away.

After the Hearing

The administrative law judge will not make the decision during the hearing. The decision should come to you in writing no more than 45 days (or longer, in some cases) after you first asked for the hearing. The administrative law judge's written report will:

- List the facts—the things they found to be true
- Give the reasons for their decisions—the laws or rules that they used
- State the decisions they have made to solve the problem

Both you and the school district get free written copies of this report. If you prefer, you may ask for a free audiotaped version of the report. You also may ask for a free written or audiotaped, word-for-word record of the hearing.

If you do not agree with the administrative law judge's decision or if you believe the hearing was unfair, you have two choices:

- You may file an *appeal* and ask for a trial in federal district court. You must file a written notice within 90 days of the time the administrative law judge makes a decision.
- You may file an appeal and request a trial in state circuit court. You must file a written notice within 90 days of the time the administrative law judge makes a decision.

Before filing an appeal, you should get legal help. School districts are also allowed to file appeals.

Independent Educational Evaluation

At any time, you can pay to have your child privately tested and bring the results of that testing to an eligibility staffing or IEP team meeting. The team will consider the information you have provided, but they may chose not to act on the information for a variety of reasons. If the school has already done an individual evaluation of your child and you disagree with the results of that evaluation, you can ask the district to pay for an *independent educational evaluation* (IEE). An IEE is an evaluation done by a person who does not work for the school system. You may ask for an IEE if you have good reason to believe that the school's evaluation of your child is:

- Not complete
- Not correct
- Not fair

When you ask for an independent educational evaluation, you are really asking for a second opinion. Before asking for an IEE:

- Study the school's evaluation carefully
- Be able to explain why you think the school's evaluation is not correct, not complete, or not fair
- Ask people at the school to talk with you about their evaluation (they may be able to clear up your concerns)
- Ask the school to do another evaluation or to add to the evaluation that has already been done
- Talk with the ESE administrator in your local school district office

If you decide to ask the district to pay for an IEE, you should do two things:

- Call the ESE administrator and let them know about your decision.
- Ask for the IEE in writing. Some school districts have a form you can use.

An IEE may cost a lot of money. It is very important that you know who will pay for the IEE before it is actually done. If you and the school district cannot agree on who will pay for the IEE, mediation or a due process hearing may be needed.

- **The school district will pay for the IEE if the district agrees to do so or if an administrative law judge orders the district to pay as the result of a due process hearing. The school district staff will let you know if they refuse to pay for the IEE. If they refuse, they must request a due process hearing to prove that their evaluation is appropriate.**
- **You may pay for the IEE if you choose to or if an administrative law judge decides, as the result of a due process hearing, that the school district's evaluation is complete, correct, and fair.**

The person you choose to do the IEE must be fully trained and qualified. If the person is not fully qualified, the school district will not pay for the IEE. The school district will give you a list of outside people who are qualified to do IEEs or a list of the qualifications such people must have. Many times the school district will help you set up the IEE.

If you pay for the IEE and give the report to the school, it will become part of your child's record. The team may use the results to help them make decisions and plans for your child's education.

Discipline of Children with Disabilities

Parents and teachers know it is important for schools to be safe and orderly. Since discipline problems make it hard for teachers to teach and for children to learn, all children must obey school rules. Sometimes when a student does not follow school rules, it results in their suspension or expulsion. Children with disabilities may have the right to receive ESE services even if they have been removed from their placement for disciplinary reasons.

The following factors determine when a child with a disability may be removed from their current placement for disciplinary reasons and when they must continue to receive services:

- How long the child is removed from school
- Whether the child's misbehavior is a *manifestation* (result) of the child's disability

- **Whether the misbehavior involved weapons or illegal substances (such as drugs) or** whether there is a good chance of serious bodily injury to the child or others
- Whether the removal is a change in placement

A child with a disability may be removed from their current placement for disciplinary reasons for up to 10 school days in a school year, and for more days for separate acts of misconduct, as long as the removals do not form a pattern. However, if a child with a disability is removed from school for more than 10 days during a school year, the child must continue to receive services that will help them make progress in the general curriculum and toward their annual goals.

The chart on the next page describes what the school or district must do when a child with a disability is removed from school for disciplinary reasons.

DISCIPLINE OF STUDENTS WITH DISABILITIES

Days of Removal	Services
During the first 10 *cumulative* days of removal during a school year.	The school does not have to provide services if they do not provide services to students without disabilities who have been removed for similar misconduct.
During any removal of less than 11 days in a row that would result in a total of more than 10 cumulative school days in a school year. Beginning on the 11th cumulative school day of removal, educational services must be provided.	1. The school must provide services that the student needs to make progress in the general curriculum and toward their annual goals. School personnel decide which services the student needs. 2. The IEP team must meet to develop a plan for carrying out a *functional behavior assessment* and for developing *a behavioral intervention plan* (if one has not been done) or to review the existing plan and its implementation and change it as needed.
During any removal of more than 10 days in a row *or* during a removal that is part of a pattern of removals that together comprise more than 10 school days in a given school year and that form a pattern because of the length of each removal, the total amount of time during the school year the student is removed, or the proximity of the removals to one another. Both of these situations count as changes of placement.	1. The school must provide services that the student needs to make progress in the general curriculum and toward their annual goals. The IEP team decides which services the student needs. 2. The IEP team must meet to develop a plan for carrying out a **functional behavioral assessment** and for developing a **behavioral intervention plan** (if one has not been done) or to review the existing plan and its implementation and change it as needed. 3. The IEP team must carry out a *manifestation determination review* within 10 school days of any decision to change the placement of a student with disabilities because of a violation of a code of student conduct. A. If the misbehavior is not due to the student's disability, the student may be disciplined in the same way as a student without a disability but the student must continue to receive educational services during the removal. B. If the misbehavior is due to the student's disability and did not involve weapons, drugs, or serious bodily injury to the student or others, the school may return the student to their current placement or the school may choose to change the child's placement using the IEP team's regular *change of placement* procedures. If there were deficiencies in the IEP or placement, the school must remedy the deficiencies. C. If the misbehavior is due to the student's disability and involved weapons, drugs, or serious bodily injury, the IEP team determines an interim alternative educational setting. D. If the misbehavior is due to the student's disability and a *hearing officer* determines the student may be dangerous to themselves or others, school personnel will recommend an interim alternative placement to a hearing officer, who makes the placement decision.

School Records

Schools keep many written records about a student with disabilities. These records contain personal, private information about your child. The Family Educational Rights and Privacy Act and other laws give you many rights related to school records. These rights include:

- The right to see your child's records
- The right to have school records kept confidential
- The right to ask that school records be changed
- The right to have a hearing about school records

If you believe the school district has violated school records laws, you may file a complaint with the Family Policy Compliance Office of the United States Department of Education at:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920
Phone: 1-800-USA-LEARN (1-800-872-5327)

The Right to See Your Child's Records

You have the right to see and read any record the school keeps on your child. You may also have someone else—a friend, relative, or adviser—look at the records if you wish.

- If you ask, the school staff must tell you what records they have on your child. They must also tell you where the records are kept.
- If you ask to see your child's records, the school must show you the records without unnecessary delay and before any meeting about your child's IEP or a due process hearing. In any case, the school must show you the records within 30 days of your asking to see them.
- The school cannot destroy any records you ask to see before you see them.
- You may ask to have a copy of any record kept by the school. (There may be a copying charge.)

Someone from the school will explain what is in the records and will explain anything you do not understand.

The Right to Have School Records Kept Confidential

School records that include your child's name, birth date, address, or social security number—or your name—must be kept confidential. These records can only be shown or sent to certain people under certain conditions, such as:

- People at the school or school district who have a good reason to see them
- Other schools or colleges where your child seeks to enroll
- Federal, state, or local education authorities
- Organizations to which your child has applied for educational financial aid
- Organizations doing education research

Also, school districts may report crimes committed by juveniles to law enforcement authorities and under certain circumstances may give ESE and discipline records to law enforcement agencies.

The school staff will keep a list of the people to whom they have shown or sent your child's records. This list will include the name of the person, when the person used the records, and why the person needed the records. (Your name and the names of people who work at the school do not have to go on this list.) This list will be kept with your child's records, where you can see it.

If someone who is not authorized to see the records wants to see them, the school will ask you to sign a consent form. This form will tell you:

- Who will get the school records
- Which school records they will get
- Why they need the school records

Before deciding to sign or not sign the form, you may want to ask:

- To see the records yourself
- To talk to the person who wants the records
- To discuss the records with someone at the school
- **Whether the records will be shown to the person or whether copies will be sent to the person for them to keep**

The information above is about school records. Other records about your child may be confidential as well.

The Right to Ask That School Records Be Changed

If you see something in the school records that you think is unfair to your child, you can ask to have the record changed. You need to explain why you think there is a problem with the record. You can ask to have something:

- Added to the record
- Taken out of the record
- Changed in the record

You should ask for any of these actions in writing. The school staff will either do what you have asked or send you a letter telling you they refuse to make that change. They will also tell you that you have the right to a hearing.

The Right to Have a Hearing about School Records

You have the right to a hearing if the school refuses to make changes you have asked for in your child's records. This is not a due process hearing. Before asking for this kind of hearing:

- Be sure that you fully understand what the records say. Ask someone at the school or outside the school to go over the records with you.
- Talk to the school principal about the problem. Make sure they understand what you want and why.
- Discuss the problem with the ESE administrator in your local school district office.
- Write a letter about what you want. Ask for a written answer.

No matter what is decided at the hearing, you may put a note in your child's school record to explain your point of view. Whenever the record is released, your note will be released with it.

Note: The school is required to keep a permanent record or specific information about your child for a period of time as defined by the Florida Department of State in General Records Schedule. Each school board has a policy for keeping educational records. Once information that is not part of the permanent record is no longer needed to provide educational services to your child, the school district will periodically review it and eliminate information that is no longer useful.

More Resources

If you would like to know more, you can request a copy of the following documents, and many others, from the BRIC at the address, email, or phone number listed on the inside front cover of this guide. They are also available online at http://www.fldoe.org/ese/pubxhome.asp.

- "Notice of Procedural Safeguards for Parents of Students with Disabilities"
- *Volume I-B: Florida Statutes and State Board of Education Rules*—A book that contains the text of Florida's laws and rules related to the education of students with disabilities

Contact the ESE office in your district to obtain the district's *ESE Policies and Procedures* document or go to http://www.fldoe.org/ese/ppd.asp and choose your district from the list to get a copy online.

Problem-Solving Questions

Any time your child is struggling, you should ask your child's teacher(s) the following questions. You can use this form to note the responses you receive.

1. In what areas is my child successful?

2. In what areas is my child not finding success? What is my child expected to be able to do? Why do you think my child is not making the progress expected?

3. Is my child's performance similar to their classmates or schoolmates? Is my child the only one struggling with this issue (or topic), or is this a problem for a larger group of students?

4. Do you have enough information to know exactly what the problem is for my child? If not, what do we need to do? Is there someone else or a team of people that should be helping us to help my child?

5. If this is a unique problem for my child, what additional assistance will they receive? When will my child start to receive the additional assistance? Who will provide the assistance? How often? For how long? Will there be a way to be sure my child is getting the extra help?

6. How will you know my child is improving with this additional help? How will I know my child is improving? How frequently will we review my child's data to check on their progress? Will you show me the evidence that my child is making progress?

7. What can I do to help my child? How can I receive support in building my skills in order to help my child? Will you help me know what types of things I can do at home to help my child in school?

Once additional help begins for your child and you start meeting to review the evidence about whether your child is progressing or not, these are some additional questions you may want to ask:

If your child is making progress, ask the following questions:

1. Is my child making enough progress to close the gap between their performance and their classmates' performance?

2. Are we going to keep the same level of support for them, or will we increase or decrease the help? If we make changes, will we continue to review my child's data? How often and for how long?

If your child is still not making the progress you expected, ask the following questions:

1. Why do you think the support did not help my child? Do we need to increase the amount of this help, or try something new?

2. If we try something new, will it be added to what we are already doing or replace what we are already doing to help my child?

3. Is there someone else — or a team of people — at the school that needs to be helping us help my child?

4. What can I do to help my child? How can I receive support in building my skills in order to help my child? Will you help me know what types of things I can do at home to help my child in school?

Records of Public School Evaluations

If your child was evaluated by a specialist through the public school, write the information in one of the charts on the following pages.

Read each report and identify the evaluator's recommendations. If the IEP team agreed that a recommendation would be used, write it on the form. Ask the IEP team when the recommendation will be used and who is going to follow up to make sure. Write that information in the last column on the right.

Each report may include many recommendations, and it is not always appropriate to use them all at once, because it can be overwhelming to your child or their teachers. It is more helpful to prioritize the recommendations based on what is most important for your child in the immediate future as well as the vision that you and your child have for what they want to do after public school.

Public School Evaluation Record Form

Circle the type of evaluation your child received:
P = psychological   S = speech   L = language   V = vision   H = hearing
OT = *occupational therapy*   PT = *physical therapy*   BA = behavior   O = other

....

Grade: _____ Evaluator: _____
Date you signed consent for evaluation: _____ Date evaluation completed: _____
How does the disability impact your child's learning: _____

Recommendations the IEP team agrees should be used to address how your child's disability impacts learning	Who will follow up (and when) to ensure use as noted in IEP
Recommendations that are not being used and not scheduled to be used	**Reason the recommendation will not be used**

Public School Evaluation Record Form

Circle the type of evaluation your child received:
P = psychological   S = speech   L = language   V = vision   H = hearing
OT = occupational therapy   PT = physical therapy   BA = behavior   O = other

....

Grade: _____ Evaluator: _____

Date you signed consent for evaluation: _____ Date evaluation completed: _____

How does the disability impact your child's learning: _____

Recommendations the IEP team agrees should be used to address how your child's disability impacts learning	Who will follow up (and when) to ensure use as noted in IEP
Recommendations that are not being used and not scheduled to be used	**Reason the recommendation will not be used**

Independent Educational Evaluations

Sometimes children are evaluated by someone who does not work for the public school system. This is called an independent educational evaluation, or IEE, and it is similar to getting a second opinion about a medical diagnosis. More information about IEEs begins on page 43.

If your child had an independent educational evaluation, review each report and identify and record the recommendations in the same way as for the public school evaluations.

For recommendations that are not being used, or that are not scheduled to be used, write down the explanation provided for not using or scheduling the recommended service. If you have received no explanation and the recommendation is not being used or scheduled to be used, you should ask questions. Start by asking your child's teacher, then the guidance counselor or principal. Finally, if you are not satisfied with the answers provided by staff at the school level, contact the ESE director for your school district. Your goal is to get a reason for not using a recommendation that makes sense to you or to get an assurance that there has been a schedule established to use the recommendation.

Photo courtesy of: iStockphoto/Thinkstock

Independent Educational Evaluation Record Form

Circle the type of evaluation your child received:
P = psychological   S = speech   L = language   V = vision   H = hearing
OT = occupational therapy   PT = physical therapy   BA = behavior   O = other

....

Grade: _____ Evaluator: _____

Date you signed consent for evaluation: _____ Date evaluation completed: _____

How does the disability impact your child's learning: _____

Recommendations the IEP team agrees should be used to address how your child's disability impacts learning	Who will follow up (and when) to ensure use as noted in the IEP
Recommendations that are not being used and not scheduled to be used	Reason recommendation will not be used

Independent Educational Evaluation Record Form

Circle the type of evaluation your child received:
P = psychological   S = speech   L = language   V = vision   H = hearing
OT = occupational therapy   PT = physical therapy   BA = behavior   O = other
....
Grade: _____ Evaluator:_____
Date you signed consent for evaluation: _____ Date evaluation completed: _____
How does the disability impact your child's learning: _____

Recommendations the IEP team agrees should be used to address how your child's disability impacts learning	Who will follow up (and when) to ensure use as noted in the IEP
Recommendations that are not being used and not scheduled to be used	Reason recommendation will not be used

IEP Planning Worksheet

You can use this sheet, in addition to the one on pages 55–56, to organize your thoughts before meetings. When you have a concern it is important to refer to what you know about how your child learns best, the information from the problem-solving team you have worked with, the levels of support your child has received, and the evaluations that have been done.

List areas of strength for your child. For each, indicate how you know it.

1. _____
_____

2. _____
_____

3. _____
_____

4. _____
_____

List areas you think your child struggles with. For each, indicate how you know it.

1. _____
_____

2. _____
_____

3. _____
_____

4. _____
_____

List any adjustments (accommodations) or situations that help your child learn. For each, indicate how you know it.

1. _____
_____

2. _____
_____

3. _____
_____

4. _____
_____

.

Transition Planning Worksheet

Transition planning is the planning for the services and supports needed for a successful change from school to adult life. It usually begins at age 14, but can start earlier. Transition planning focuses on plans and dreams you and your child have for the future. If your child is 14 or older, answer the following questions, in addition to the questions on pages 55–56, prior to meeting with school personnel. Include your child in answering the questions.

What kind of jobs or chores has your child done? What did they like about the job or chore? What did they not like?

_____

_____

What kind of volunteer experience has your child had? What did they like about the experience? What did they not like?

_____

_____

_____

Is your child aware of the types of work or volunteer opportunities available in the community? If not, is there a way to help them learn about the types of work or volunteer opportunities?

_____

_____

_____

If yes, what kind of job or career would your child like to have? What is it that they especially like about this type of job or career?

_____

_____

_____

Where would your child like to be living and working five years from now?

_____

_____

_____

What does your child most need to learn in order to be ready for adult life?

_____

_____

APPENDIX A—WHERE TO GO FOR HELP (DIRECTORY)

Many organizations and agencies offer information and services to parents of children with disabilities. On the following pages you will find just a few of them.

Local Contacts

Director, Exceptional Student Education
(Find contact information at http://data.fldoe.org/ese/contacts or call your local school board or district office for address and phone number)

Florida Diagnostic and Learning Resources System (FDLRS)
(Visit the FDLRS website at http://www.fdlrs.org or contact the exceptional student education director for address and phone number)

Florida Department of Children and Families
(Find your local office at http://www.dcf.state.fl.us or check your local telephone directory)

Program Chairperson, Special Education or Exceptional Student Education department at local college or university.

State Contacts

Some of these organizations have local chapters or are part of a national organization. Check your telephone directory or contact the organization directly.

Agency for Persons with Disabilities
4030 Esplanade Way, Suite 380
Tallahassee, FL 32399-0950
Toll Free: (866) 273-2273
Website: http://www.apdcares.org

The Arc of Florida
2898 Mahan Drive, Suite 1
Tallahassee, FL 32308
Phone: (850) 921-0460
Toll Free: (800) 226-1155
Email: arcflorida@gmail.com
Website: http://www.arcflorida.org

Autism Society of Florida
P. O. Box 970646
Weston, FL 33097
Phone: (954) 349-2820
Email: vsenquenzia@aol.com
Website: http://www.autismfl.com

Brain Injury Association of Florida
1637 Metropolitan Blvd., Suite B
Tallahassee, FL 32308
Phone: (850) 410-0103
Toll Free: (800) 992-3442
Website: http://www.biaf.org

Centers for Autism and Related
  Disabilities (CARD)
Website: http://florida-card.org

Central Florida Parent Center
1021 Delaware Avenue
Palm Harbor, FL 34683
Toll Free: (888) 612-9273
Email: cfpc@cflparents.org
Website: http://www.cflparents.org

Children's Medical Services
4052 Bald Cypress Way, Bin A02
Tallahassee, FL 32399-1703
Phone: (850) 245-4200
Website: http://www.cms-kids.com

Disability Rights Florida
2728 Centerview Drive, Suite 102
Tallahassee, FL 32301
Phone: (850) 488-9071
Toll Free: (800) 342-0823
Website:
  http://www.disabilityrightsflorida.org

Division of Vocational Rehabilitation
2002 Old Saint Augustine Road, Building A
Tallahassee, FL 32301-4862
Phone: (850) 245-3399 (voice/TDD)
Toll Free: (800) 451-4327 (voice/TDD)
Email: VRWebmaster@vr.fldoe.org
Website: http://www.rehabworks.org

Easter Seals of Florida
2010 Mizell Avenue
Winter Park, FL 32792
Phone: (407) 896-7881
TTY: (407) 629-7881
Website: http://www.fl.easterseals.com

Family Network on Disabilities of Florida
2196 Main Street, Suite K
Dunedin, FL 34698
Phone: (727) 523-1130
Toll Free: (800) 825-5736
Email: fnd@fndfl.org
Website: http://www.fndfl.org

Florida Alliance for Assistive Services and
  Technology (FAAST)
3333 W. Pensacola Street
Building 100, Suite 140
Tallahassee, FL 32304-2800
Phone: (850) 487-3278
Toll Free: (888) 788-9216
Email: faast@faast.org
Website: http://www.faast.org

Florida Association of Speech-Language
  Pathologists and Audiologists
222 S. Westmonte Drive, No. 101
Altamonte Springs, FL 32714
Toll Free: (800) 243-3574
Email: flasha@flasha.org
Website: http://www.flasha.org

Florida Department of Education
Bureau of Exceptional Education and
  Student Services (BEESS)
325 W. Gaines Street, Suite 614
Tallahassee, FL 32399-0400
Phone: (850) 245-0475
Website: http://www.fldoe.org/ese

Florida Developmental Disabilities Council
124 Marriott Drive, Suite 203
Tallahassee, FL 32301
Phone: (850) 488-4180
Toll Free: (800) 850-7801
TDD Toll Free: (888) 488-8633
Email: fddc@fddc.org
Website: http://www.fddc.org

Florida Diagnostic and Learning Resources
  System (FDLRS)
Website: http://www.fdlrs.com

Florida Division of Blind Services
325 W. Gaines Street, Suite 1114
Tallahassee, FL 32399-0400
Phone: (850) 245-0300
Toll Free: (800) 342-1828
Website: http://www.myflorida.com/dbs

Learning Disabilities Association of Florida
c/o Bridges Academy
894 Gary Hillery Drive
Winter Springs, FL 32708
Website: http://www.LDA-fl.com

The Multiagency Network for Students
  with Emotional/Behavioral Disabilities
SEDNET Administration Project
University of South Florida
140 7th Avenue, SVB 112
St. Petersburg, FL 33701
Phone: (727) 873-4661
Website:
  http://www.sednetfl.info/Index.aspx

Parent to Parent of Miami, Inc.
7990 SW 117th Avenue, Suite 200
Miami, FL 33183
Phone: (305) 271-9797
Email: info@ptopmiami.org
Website: http://www.ptopmiami.org

Prader-Willi Syndrome Association
8588 Potter Park Drive, Suite 500
Sarasota, FL 34238
Phone: (800) 926-4797
Website: http://www.pwsausa.org

Spina Bifida Association of Tampa Bay
P. O. Box 16603
Tampa, FL 33687-6603
Phone: (813) 933-4827
Email: SBATampaBay@aol.com
Website: http://www.sbatampabay.org

Tourette Syndrome Association of Florida
P. O. Box 411416
Melbourne, FL 32941-1416
Phone: (727) 418-0240
Email: director@tsa-fl.org
Website: http://www.tsa-fl.org

United Cerebral Palsy (UCP) of Central
  Florida
3305 S. Orange Avenue
Orlando, FL 3806
Phone: (407) 852-3300
Website: http://www.ucpcfl.org

United Cerebral Palsy of East Central
  Florida
1100 Jimmy Ann Drive
Daytona Beach, FL 32117
Phone: (386) 274-6474
Website: http://www.ucpecf.org

United Cerebral Palsy of North Florida
1241 N. East Avenue
Panama City, FL 32401
Phone: (850) 769-7960

United Cerebral Palsy of Northwest
  Florida
2912 North E Street
Pensacola, FL 32501-1324
Phone: (850) 432-1596
Email: info@ucpnwfl.org
Website: http://www.ucpnwfl.org

United Cerebral Palsy of Sarasota-
  Manatee
1090 S. Tamiami Trail
Sarasota, FL 34236
Phone: (941) 957-3599
Website: http://www.ucpsarasota.org

United Cerebral Palsy of South Florida
2700 W. 81st Street
Hialeah, FL 33016
Phone: (305) 325-1080
Website: http://www.ucpsouthflorida.org

United Cerebral Palsy of Tallahassee
1830 Buford Court
Tallahassee, FL 32308
Phone: (850) 922-5630

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National Contacts

Alexander Graham Bell Association for the
 Deaf and Hard-of-Hearing
3417 Volta Place, NW
Washington, DC 20007
Phone: (202) 337-5220
TTY: (202) 337-5221
Email: info@agbell.org
Website: http://nc.agbell.org

American Association on Intellectual and
 Developmental Disabilities
501 3rd Street, NW, Suite 200
Washington, DC 20001
Phone: (202) 387-1968
Toll Free: (800) 424-3688
Website: http://www.aamr.org

American Foundation for the Blind
2 Penn Plaza, Suite 1102
New York, NY 10121
Phone: (212) 502-7600
Toll Free: (800) AFB-LINE (232-5463)
Website: http://www.afb.org

American Speech-Language-Hearing
 Association
2200 Research Blvd.
Rockville, MD 20850
Toll Free: (800) 498-2071
Website: http://www.asha.org

Autism Society
4340 East-West Highway, Suite 350
Bethesda, MD 20814
Phone: (301) 657-0881
Toll Free: (800) 3-AUTISM (328-8476)
Website: http://www.autism-society.org

Children and Adults with Attention
 Deficit/Hyperactivity Disorder (CHADD)
8181 Professional Place, Suite 150
Landover, MD 20785
Phone: (301) 306-7070
Toll Free: (800) 233-4050
Email: call_center@chadd.org
Website: http://www.chadd.org

Children's Defense Fund
25 E Street, NW
Washington, DC 20001
Phone: (202) 628-8787
Toll Free: (800) 233-1200
Email: cdfinfo@childrensdefense.org
Website:
 http://www.childrensdefense.org

Council for Exceptional Children
2900 Crystal Drive, Suite 1000
Arlington, VA 22202-3557
Phone: (703) 620-3660
Toll Free: (866) 509-0218
Email: service@cec.sped.org
Website: http://www.cec.sped.org

Disability Resources on the Internet
Website:
 http://www.disabilityresources.org

Easter Seals Disability Services
233 S. Wacker Drive, Suite 2400
Chicago, IL 60606-4802
Phone: (312) 726-6200
TDD: (312) 726-4258
Toll Free: (800) 221-6827
Website: http://www.easter-seals.org

Federation for Children with Special Needs
1135 Tremont Street, Suite 420
Boston, MA 02120
Phone: (617) 236-7210
Email: fcsninfo@fcsn.org
Website: http://www.fcsn.org

International Dyslexia Association
40 York Road, 4th Floor
Baltimore, MD 21204
Phone: (410) 296-0232
Website: http://www.interdys.org

International Parents' Organization
3417 Volta Place, NW
Washington, DC 20007
Phone: (202) 337-5220 (voice/TDD)

John Tracy Clinic (children under six with
   hearing impairments)
806 W. Adams Blvd.
Los Angeles, CA 90007
Phone: (213) 748-5481
TDD: (213) 747-2924
Toll Free: (800) 522-4582 (voice/TDD)
Website: http://www.johntracyclinic.org

Learning Disabilities Association of
   America (LDA)
4156 Library Road
Pittsburgh, PA 15234
Phone: (412) 341-1515
Website: http://www.ldanatl.org

National Alliance on Mental Illness
3803 N. Fairfax Drive, Suite 100
Arlington, VA 22203
Phone: (703) 524-7600
Toll Free: (800) 950-6264
Email: helpline@nami.org
Website: http://www.nami.org

National Association for Parents of
   Children with Visual Impairments
P. O. Box 317
Watertown, MA 02471-0317
Phone: (617) 972-7441
Toll Free: (800) 562-6265
Website: http://www.spedex.com/napvi

National Association of the Deaf (NAD)
8630 Fenton Street, Suite 820
Silver Spring, MD 20910
Phone: (301) 587-1788 (Voice)
TDD: (301) 587-1789
Website: http://www.nad.org

National Information Center for Children
   and Youth with Disabilities (NICHCY)
1825 Connecticut Avenue, NW, Suite 700
Washington, DC 20009
Toll Free: (800) 695-0285 (voice/TDD)
Website: http://www.nichcy.org

Office of Civil Rights (OCR)
U. S. Department of Education
61 Forsythe Street, SW, Suite 19T70
Atlanta, GA 30303
Phone: (404) 974-9406
Email: OCR.Atlanta@ed.gov
Website: http://www.ed.gov/ocr

Office of Special Education Programs
   (OSEP)
U. S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-7100
Phone: (202) 245-7459
Website:
   http://www.ed.gov/about/offices/list/
   osers/osep

Spina Bifida Association of America
4590 MacArthur Blvd., NW, Suite 250
Washington, DC 20007-4226
Phone: (202) 944-3285
Toll Free: (800) 621-3141
Website: http://www.sbaa.org

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APPENDIX B—GLOSSARY

This glossary defines the words and terms that are in **bold and italics** in this book and others that you may hear used at IEP meetings. Different school districts may use these words slightly differently. Feel free to ask about the meaning of words used to describe your child or your child's education. It is helpful to make sure that everyone involved has the same understanding of important terms.

Academic—Having to do with school subjects such as reading, writing, math, social studies, and science.

Access Points—Academic expectations written specifically for students with significant cognitive disabilities. As part of the *Next Generation Sunshine State Standards*, access points reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.

Accommodation—A different way of doing something that takes into account a student's disability. For example, when a student with a visual impairment studies by listening to a recording of a textbook, the student is using an accommodation. Accommodations are changes in *how* a student is taught or tested. Accommodations do not change the requirements of a course or the standards the student must meet. Compare to "modification."

Administrative Law Judge (ALJ)—The person who is in charge of a due process hearing and who makes the decisions after the hearing. The administrative law judge cannot work for the local school district. In Florida, administrative law judges are employed by the Division of Administrative Hearings within the Florida Department of Management Services. The administrative law judge cannot know the student or be a friend or relative of the family. They must be impartial—fair to both parents and the school district.

Age of Majority—The age when a person becomes a legal adult. The rights of the parent of a student with a disability transfer to the student when the student reaches the age of majority. In Florida, this is 18 years of age, unless the student has been declared incompetent under state law or has a guardian advocate who has been appointed to make educational decisions. See also *"transfer of rights."*

Age-Appropriate—Describes materials, activities, and experiences that are useful and suitable for persons of a particular age. For example, age-appropriate books for a teenager are different than age-appropriate books for a seven-year-old, even if the teenager reads on a second-grade level.

Annual Goal—See "measurable annual goal."

Appeal—A written request for a court to review the decision of an administrative law judge in a due process hearing.

Assessment—A way of collecting information about what a student knows and can do and what a student still needs to learn. Assessments may include giving tests, observing the student, and looking at the student's portfolio or work samples.

Assistive Technology (AT)—Assistive technology devices or services. See below.

Assistive Technology Device—Equipment that helps a person with a disability maintain, increase, or improve their ability to do something.

Assistive Technology Service—A service that directly helps a person with a disability select, buy, or use an assistive technology device. This includes evaluating assistive technology needs; purchasing equipment; selecting, fitting, and repairing equipment; and training the person, family, teachers, employers, and others in the use of the equipment.

Autism Spectrum Disorder—A person who has an autism spectrum disorder has trouble communicating and interacting with others. The person may also repeat patterns of behaviors and activities. In order to qualify for programs and services for students with autism spectrum disorder, a student must meet all the requirements listed in the Florida State Board of Education Rules. (Rule 6A-6.03023, Florida Administrative Code [F.A.C.])

Behavior Intervention Plan (BIP)—A plan that helps a student with a disability reduce their problem behaviors. The BIP includes strategies the student will be taught that will allow them to stop the problem behaviors or replace them with other behaviors. The BIP also explains how to determine the student's progress in reducing the problem behavior.

Benchmarks—Statements on the IEP that describe major milestones a student must reach in order to achieve one of their "measurable annual goals." See also "short-term objectives."

Certificate of Completion—The certificate given to students who pass the required courses in high school but do not pass the state graduation test or achieve the grade-point average required for a standard diploma.

Change of Placement—A change in the type of placement listed on the IEP of a student with a disability. This includes a change from a more restrictive placement to a less restrictive placement, or vice versa. Any change of placement must be decided during an IEP meeting.

Common Core Standards—National standards that provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. Florida is adopting these standards beginning in 2012.

Compensatory Services—Services that a school district provides to a student in order to make up for services not provided in the past.

Complaint—A parent's formal written claim that a school district has violated a law related to the education of students with disabilities.

Confidential—Private, not to be seen by others. School records are confidential, so they may only be read or used by school staff, parents, and others who are allowed by law to see them.

Consent—A parent's permission to let the school take an action that affects their child's education. Usually, the parent signs a form to show that they give consent.

Courses of Study—The types of courses a student plans to take in order to reach their measurable postsecondary goals.

Cumulative—Added together. If a student is suspended for three days in October, five days in January, and two days in May, the student has been suspended for 10 cumulative days.

Daily Living Skills—Skills necessary to take care of one's personal needs as independently as possible. Examples include dressing for work, renting an apartment, and buying a bus pass.

Deaf or Hard-of-Hearing (DHH)—A person who is deaf or hard-of-hearing has lost some or all of the ability to hear. In order to qualify for programs and services for students who are deaf or hard-of-hearing, a student must meet all the requirements listed in the Florida State Board of Education Rules. (Rule 6A-6.03013, F.A.C.)

Developmentally Delayed (DD)—A child age three to five who has a developmental delay is developing more slowly than their peers in a developmental area such as *self-help* skills, communication, cognitive abilities, social or emotional skills, or physical and motor development. In order to qualify for programs and services for students with developmental delays, a student must meet all the requirements listed in the Florida State Board of Education Rules. (Rule 6A-6.03027, F.A.C.)

Disability—A condition that makes it hard for a person to learn or do things in the same ways as most other people. A disability may be temporary or permanent.

Dismissal—A decision to end ESE services because the student no longer has a disability or no longer needs those services. The IEP team reviews evaluations and other information about the student before making this decision. Parents receive written notice before services are stopped.

Dual-Sensory Impaired (DSI)—A person with dual-sensory impairment has trouble both seeing and hearing such that the person needs services that address both areas of sensory impairment. In order to qualify for programs and services for students who have dual-sensory impairments, a student must meet all the requirements listed in the Florida State Board of Education Rules. (Rule 6A-6.03022, F.A.C.)

Due Process Hearing—A formal meeting held to settle a disagreement between a parent and school district about the evaluation, qualifications, placement, services, or IEP of a child with a disability. An administrative law judge runs the meeting.

Duration—An IEP includes the amount of ESE services a student will get. "Duration" is the length of time a student with a disability is expected to get a service during the school year or extended school year.

Eligibility Criteria—The requirements a child must meet to qualify for each exceptionality category (program). The eligibility criteria for each exceptionality category are listed in the Florida State Board of Education Rules.

Eligibility Staffing—A meeting at which parents and school staff members decide if a student qualifies for ESE services. This decision is based on evaluation reports and other information. To qualify, the student must meet the requirements listed in the Florida State Board of Education Rules.

Eligible—Refers to a student who meets the requirements for and is in need of ESE services. The decision is based on the Florida State Board of Education Rules.

Emotional—Having to do with feelings and the way one responds to and expresses feelings.

Emotional or Behavioral Disabilities (EBD)—A person who has an emotional or behavioral disability has behaviors or emotional responses that cannot be explained by age, culture, gender, or physical reasons and that make it hard for the student to learn. In order to qualify for programs and services for students who have emotional or behavioral disabilities, a student must meet all the requirements listed in the Florida State Board of Education Rules. (Rule 6A-6.03016, F.A.C.)

Employability Skills—Skills necessary to get and keep a job. These are not technical skills but social and behavioral skills that help a person work well with others, communicate with others, follow directions, be on time for work, etc.

End of Course (EOC) Assessments—End-of-course assessments are tests designed to measure students' achievement of the standards for specific high-school-level courses.

ESE—See "exceptional student education."

ESE Administrator—The person that heads up the school district's ESE programs. This person works for the whole school district, not just one school.

Evaluation—A way of collecting information about a student's learning needs, strengths, and interests. It is used to help decide whether a student has a disability and qualifies for ESE programs and services. It may include giving individual tests, observing the student, looking at records, and talking with the student and parents.

Evidence—Materials (e.g., records, letters, notes, work samples) that are used by parents or school districts in a due process hearing to help show that their point of view is the right one.

Exceptional Student—A student who has special learning needs as described in the State Board of Education Rules. This includes students who have a disability. It also includes students who are gifted. A child does not have to be in school to be an "exceptional student."

Exceptional Student Education (ESE)—The name given in Florida to educational programs and services for students with special learning needs (including those who have disabilities and those who are gifted). It is sometimes called "special education."

Exceptionality—A disability or special learning need.

FAPE—See "free appropriate public education."

Florida Alternate Assessment—An assessment used for a student with a disability when a standard state- or district-wide assessment is not appropriate for that student. See "assessment."

Formal complaint—See "complaint."

Free Appropriate Public Education (FAPE)—The term used in the federal law (IDEA) to describe the right of a student with a disability to special services that will meet their individual learning needs, at no cost to their parents.

Frequency—An IEP includes the amount of ESE services a student will get. Frequency is how often and how much service the student will get during the school year or extended school year.

Functional Behavioral Assessment (FBA)—The process of gathering information about problem behaviors of a student with a disability. Information about when, where, and under what conditions the behaviors occur is included.

GED Diploma—A high school diploma earned by a student who is at least 18 years old and who passes the Tests of General Educational Development (GED). A GED diploma is issued by the State of Florida rather than the local school district.

General Curriculum—The academic content that most students without disabilities are studying. In Florida, the general curriculum is the Next Generation Sunshine State Standards or Common Core, which describe what students are expected to know and be able to do at various points in their education.

General Education—The classes and activities most students participate in. It includes academic and vocational education.

Gifted—A student who is gifted learns more easily than other students. In order to qualify for programs and services for students who are gifted, a student must meet all the requirements listed in the Florida State Board of Education Rules. (Rule 6A-6.03019, F.A.C.)

Hearing Officer—See "administrative law judge."

Hospitalized or Homebound (HH)—A student qualifies for this program when they must be taught at home or in a hospital for an extended period of time because of a severe illness, injury, or health problem. In order to qualify for programs and services for students who are hospitalized or homebound, a student must meet all the requirements listed in the Florida State Board of Education Rules. (Rule 6A-6.03020, F.A.C.)

IDEA—See "Individuals with Disabilities Education Act."

Identification—The decision that a student has a disability and what the disability is.

IEP—See "individual educational plan."

IEP Team Meeting—A meeting held at least every 12 months to write a student's IEP. Changes in a student's services or placement must be made at an IEP meeting.

IEP Review—A meeting held to discuss changing the IEP of a student with a disability. Any member of the IEP team, including the parent, may request an IEP review.

IFSP—See "individualized family support plan."

Impartial—Fair. An impartial person is one who does not take sides. For example, the person who runs a due process hearing must not work for the school district or be a friend of the parent.

Independent Educational Evaluation (IEE)—An evaluation asked for by a student's parents and done by someone who does not work for the school district. An IEE may be paid for by the school district or by the parent.

Independent Functioning—A person's skills in meeting their own needs, such as feeding, dressing, and toileting; traveling safely; and using time management and organizational strategies.

Individual Educational Plan (IEP)—A written plan that describes the individual learning needs of a student with disabilities and the ESE services, supports, aids, and accommodations and modifications that will be provided to that student.

Individual Evaluation—See "evaluation."

Individualized Family Support Plan (IFSP)—A written plan that describes the concerns and needs of the family related to the development of a child ages birth through two years who has a disability or developmental delay. It lists the services to be provided to the child and the family. An IFSP may also be used instead of an IEP for children who are three, four, or five years old.

Individuals with Disabilities Education Act (IDEA)—An important United States law regarding the education of students with disabilities.

Intellectual Disabilities (InD)—A student who has an intellectual disability learns more slowly than other students do. In order to qualify for programs and services for students with intellectual disabilities, a student must meet all the requirements listed in the Florida State Board of Education Rules. (Rule 6A-6.03011, F.A.C.)

Interventions—Strategies used to help a student make progress in learning or behavior.

Language Impairment—A disorder in one or more of the basic learning processes involved in understanding or using spoken or written language. In order to qualify for programs and services for students with language impairments, a student must meet all the requirements listed in the Florida State Board of Education Rules. (Rule 6A-6.030121, F.A.C.)

Learning Disability—See "specific learning disabilities."

Least Restrictive Environment (LRE)—The school setting (placement) that allows a child with a disability to be educated to the greatest extent possible with children who do not have disabilities.

Location—Where ESE services will be provided, such as a "general education classroom" or "ESE classroom."

Manifestation—If a student's misbehavior is a result of their disability, the misbehavior is called a "manifestation" of the disability.

Manifestation Determination Review—A meeting at which a team decides if a student's misbehavior is a result of their disability.

Matrix of Services—A funding document used in Florida to calculate the ESE cost factor that will apply to the services and supports provided to some students with disabilities.

Measurable Annual Goal—A statement in an IEP of what the student needs to learn and should be able to learn within one year.

Mediation—A process in which parents and school personnel try to settle disagreements with the help of a person who has been trained to resolve conflicts.

Modification—A change in the requirements of a course or the standards a student must meet. A change in *what* the student is taught or tested on. The change is based on the student's needs because of their disability. Compare with "accommodation."

Motor—Having to do with using the large and small muscles to move parts of the body. Examples of motor skills are walking, holding and moving a pencil, and opening a door.

Mutually Agreeable—Acceptable to both the parents *and* the school. IEP team meetings must be held at a time and place that is mutually agreeable.

Next Generation Sunshine State Standards—A set of objectives that describes what Florida's students are expected to know and be able to do at certain stages of their school career. Most students with disabilities are able to meet these standards if they receive appropriate services and accommodations.

Notice—A note or letter to parents about an action the school plans to take that will affect their child's education.

Occupational Therapy (OT)—A related service for a student with a disability that helps them maintain, improve, restore, or develop skills needed for daily living, such as self-care and pre-employment skills. These skills will help the student benefit from ESE services. A licensed occupational therapist or licensed occupational therapy assistant provides the services.

Orientation and Mobility Services—Services that help students with visual impairments learn to move around safely in the school, home, and community.

Orthopedic Impairment—A severe problem with a student's skeletal, muscular, or neuromuscular system. In order to qualify for programs and services for students with orthopedic impairments, a student must meet all the requirements listed in the Florida State Board of Education Rules. (Rule 6A-6.030151, F.A.C.)

Other Health Impairments (OHI)—Health problems that affect a student's strength, vitality, or alertness. In order to qualify for services for students with other health impairments, a student must meet all the requirements listed in the Florida State Board of Education Rules. (Rule 6A-6.030152, F.A.C.)

Participation—The act of sharing, joining, or working with others to make decisions or complete a task (such as writing an IEP).

Physical—Having to do with the use or well-being of the body. An example of a physical skill is being able to sit in a chair with good balance and posture.

Physical Therapy (PT)—A related service for a student with a disability that helps maintain, improve, restore, or develop their movements and coordination so that they can benefit from ESE services. A licensed physical therapist or licensed physical therapist assistant provides the service.

Placement—The type of setting in which the student will receive special services. The placement may include one, or more than one, classroom or other area in which the student will receive services for a particular amount of time.

Present Levels of Academic Achievement and Functional Performance—Statements in an IEP that describe what a student can do or what they know now.

Problem-Solving/Response to Intervention or Instruction (RtI)—RtI is a problem-solving process that matches resources to a student's needs. It involves understanding where the student is struggling; designing a way to help the student (an intervention); monitoring how the student responds to the intervention; and changing, decreasing, or increasing the intensity of the intervention depending on how the student responds.

Procedural Safeguards—Requirements outlined in IDEA that give parents the rights to participate, have notice, and give permission (consent). The procedural safeguards also determine how parents and schools can resolve disputes through mediation, due process, or complaint procedures.

Reevaluation—An evaluation that takes place after a student has already been receiving ESE services. A student with a disability must be reevaluated at least every three years. The purpose of the reevaluation is to decide if the student still has a disability and if the services they receive are still appropriate.

Referral—A request that a child be given an individual evaluation. A parent, teacher, doctor, or anyone who has worked with the child may make the referral. Children do not have to be in school to be referred.

Related Services—Special help given to a student with a disability in addition to direct special education services. Related services help a student benefit from instruction. Examples of related services are special transportation, social work services, physical and occupational therapy, and the services of readers for the blind.

School Psychologist—A professional who conducts evaluations, especially intelligence testing. A school psychologist may also work with classroom teachers, parents, and school administrators on behavior assessments and behavior management.

School Social Worker—A professional who may provide services in the home, including parent-student conferences, family counseling, parent education, information and referral, social-developmental history, and behavior assessments. They also provide services in the school and community, including parent groups.

Self-Advocacy—Actions a person with a disability takes to be sure their needs are understood and met, their wishes are respected, and their rights are honored.

Self-Determination—Taking control and making decisions that affect one's own life. Self-determination skills help students with disabilities make choices, set goals, and manage their own lives.

Self-Help—Having to do with skills that allow a student to do things for themselves. Examples of self-help skills are being able to dress or cross the street without help.

Sensory—Having to do with using the senses of hearing, seeing, touching (feeling), smelling, or tasting as a part of learning. An example of a sensory skill is being able to see the differences between letters of the alphabet.

Short-Term Objectives—Statements in an IEP that describe small, measurable steps a student must learn or master before they can reach one of their measurable annual goals. See also "benchmarks."

Social—Having to do with a student's ability to get along with other people—adults or children. An example of a social skill is being able to play well with other children.

Special Diploma—The high school diploma earned by some students with disabilities who are not able to meet the requirements for a standard high school diploma. Students must meet all the special requirements of the district school board.

Special Education—See "exceptional student education."

Specific Learning Disabilities (SLD)—A student with a disorder in one or more basic learning processes involved in understanding or using spoken or written language. A student with SLD may have difficulties with listening, reading, writing, spelling, or doing mathematics. In order to qualify for programs and services for students who have specific learning disabilities, a student must meet all the requirements listed in the Florida State Board of Education Rules. (Rule 6A-6.03018, F.A.C.)

Speech Impairment—A student who has a speech impairment has difficulty speaking so that they can be understood. In order to qualify for programs and services for students with speech impairments, a student must meet all the requirements listed in the Florida State Board of Education Rules. (Rule 6A-6.03012, F.A.C.)

Speech-Language Pathologist—A professional trained to identify and treat communication disorders. Speech-language pathologists help students with speech-language disorders. They work with classroom teachers to help children with communication problems and to develop lessons on the communication process. They also work with parents to understand and help their children who have communication disorders.

Staffing—See "eligibility staffing."

Staffing Specialist—A person who guides the eligibility staffing meeting and makes sure that the requirements of the State Board of Education Rules are met.

Standard Diploma—The high school diploma granted to students who earn a specified number of credits and grade point average, meet the regular Next Generation Sunshine State Standards, and pass the state graduation test and required end-of-course exams. This is the general education diploma.

State Board of Education Rules—The rules developed to implement Florida's laws related to education.

Stay-Put Placement—A student's current placement, which the student stays in while a disagreement is being resolved through a due process hearing.

Supplementary Aids and Services—Aids and services provided in general education classes or other education-related settings to allow students with disabilities to be educated with students without disabilities. These are listed in the IEP.

Supports for School Personnel—Supports that allow a general education or ESE teacher to help a child progress in the general or special education curriculum. These supports are listed in the IEP.

Transfer of Rights—The shift of rights from the parent of a student with a disability to the student when they reach the "age of majority."

Transition IEP—The IEP used for a student age 16 and older. The transition IEP helps prepare a student for life after school. Planning for the transition IEP should begin when the student is 14.

Transition IEP Meeting—An IEP team meeting for a student age 16 or older. A major purpose of this meeting is to help plan the young person's move into adult life.

Transition Services—Activities that help a student move from school to post-school activities.

Traumatic Brain Injury (TBI)—An injury to the brain as the result of an outside force to the head. In order to qualify for services for students with traumatic brain injury, a student must meet all the requirements listed in the Florida State Board of Education Rules. (Rule 6A-6.030153, F.A.C.)

Visual Impairment (VI)—A student with a visual impairment has a loss of some or all of the ability to see. This includes students who are blind or partially sighted. In order to qualify for programs and services for students who have visual impairments, a student must meet all the requirements listed in the Florida State Board of Education Rules. (Rule 6A-6.03014, F.A.C.)

Vocational—Having to do with the skills needed for a trade or technical career. Examples of vocational skills are keyboarding, automotive repair, and carpentry.

Witness—A person who makes statements in a due process hearing to support a parent's or a school district's point of view.

Written Notice—A written communication from the school to the parent, describing an action the school plans to take that will affect their child's education.

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APPENDIX C—SAMPLE LETTERS

These sample letters can help you request that the school take action for your child. You can you re-type or handwrite them, adding your personal information.

- Asking for an Individual Evaluation
- Asking for an IEP Review Meeting
- Asking the School to Change a Decision
- Asking for an Independent Educational Evaluation
- Asking the School to Change Records
- Asking for Copies of Educational Records

Sample Letter Asking for an Individual Evaluation

[Your Address]
[Your Phone Number]
[Today's Date]

Mr./Ms. _____
Principal
[Name of School]
[Address of School]

Dear _____:

I am the parent of _____, age _____, who is a student in grade _____ at
_____ School. I have reason to believe that my child has special
needs that are not being met by his/her current educational program. Please arrange to
have my child evaluated as quickly as possible so that appropriate services can be provided.

Please let me know when this evaluation will take place.

Thank you.

Sincerely,

[Your Signature]
[Your Name]

cc: [Name of ESE Director], Director, Exceptional Student Education

Sample Letter Asking for an IEP Review Meeting

[Your Address]
[Your Phone Number]
[Today's Date]

Mr./Ms. _____
Principal
[Name of School]
[Address of School]

Dear _____:

I am the parent of _____, age ____, who is a student in grade _____ at
_____ School. I think that there should be a change in my
child's individual educational plan. I am asking for a meeting to talk about this and to write a
new IEP.

Please let me know when the meeting will be held.

Thank you.

Sincerely,

[Your Signature]
[Your Name]

cc: [Name of ESE Director], Director, Exceptional Student Education

Sample Letter Asking the School to Change a Decision

[Your Address]
[Your Phone Number]
[Today's Date]

Mr./Ms. _____
Director, Exceptional Student Education
[Name of School District]
[Address of District Office]

Dear _____:

I am the parent of _____, age ___, who is a student in grade _____ at _____ School. I received a notice from the school on _____ _____ (date) about _____ _____.

I do not agree with this notice. I have already talked to _____ and _____ and _____ at the school. I am asking for a meeting with you to talk about this.

Thank you.

Sincerely,

[Your Signature]
[Your Name]

cc: [Principal of Your Child's School], Principal, [Name of Your Child's School]

116

Sample Letter Asking for an Independent Educational Evaluation

[Your Address]
[Your Phone Number]
[Today's Date]

Mr./Ms. _____
Director, Exceptional Student Education
[Name of School District]
[Address of District Office]

Dear _____ :

I am the parent of _____, age ____, who is a student in grade _____ at
_____ School. I think that my child needs an independent
educational evaluation because of these problems with the evaluation done by the school:

_____

_____.

I am asking that you help me find someone to do this evaluation and that the school system
pay for it. Please provide me with a written response to this request.

or you may want to say:

I want (insert name and title of who you want to do the evaluation) to do the evaluation,
and I want the school system to pay for the evaluation by (insert name and title). Please
provided me with a written response to this request. Thank you.

Sincerely,

[Your Signature]
[Your Name]

cc: [Principal of Your Child's School], Principal, [Name of Your Child's School]

Sample Letter Asking the School to Change Records

[Your Address]
[Your Phone Number]
[Today's Date]

Mr./Ms. _____
Principal
[Name of School]
[Address of School]

Dear _____ :

I am the parent of _____, age ____, who is a student in grade _____ at
_____ School. I have read the school records about my child.
These records were explained to me by _____ (name of person) on
_____ (date). I have reason to believe that part of the school records are not fair to
my child. Therefore, I am asking that you _____
_____.

Please let me know what action you will take in answer to this request.

Thank you.

Sincerely,

[Your Signature]
[Your Name]

cc: [Name of ESE Director], Director, Exceptional Student Education

118

Sample Letter Asking for Copies of Educational Records

[Your Address]
[Your Phone Number]
[Today's Date]

Mr./Ms. _____
Principal
[Name of School]
[Address of School]

Dear _____:

I am the parent of _____, age ___, who is a student in grade ____ at
_____ School. I am requesting a copy of my child's
educational records. I understand you may charge a fee for copying. Therefore, prior to
copying the records, I request that you inform me of the cost. Depending on the cost, I may
request to review the records and identify the records I would like copied.

Thank you.

Sincerely,

[Your Signature]
[Your Name]

Appendix D—Sample IEP Form

The blank IEP that begins on the next page is provided so you know what to expect when you are helping the team write an IEP for your child.

Appendix G

Gifted

Table of Contents

- Florida's Plan for K-12 Gifted Education
- A Resource Guide For Gifted Edcuation
- Appendices

6A-6.03019 Special Instructional Programs for Students who are Gifted.

(1) Gifted. One who has superior intellectual development and is capable of high performance.

(2) Criteria for eligibility. A student is eligible for special instructional programs for the gifted if the student meets the criteria under paragraph (2)(a) or (b) of this rule.

(a) The student demonstrates:

1. Need for a special program.

2. A majority of characteristics of gifted students according to a standard scale or checklist, and

3. Superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence.

(b) The student is a member of an under-represented group and meets the criteria specified in an approved school district plan for increasing the participation of under-represented groups in programs for gifted students.

1. For the purpose of this rule, under-represented groups are defined as groups:

a. Who are limited English proficient, or

b. Who are from a low socio-economic status family.

2. The Department of Education is authorized to approve school district plans for increasing the participation of students from under-represented groups in special instructional programs for the gifted, provided these plans include the following:

a. A district goal to increase the percent of students from under-represented groups in programs for the gifted and the current status of the district in regard to that goal;

b. Screening and referral procedures which will be used to increase the number of these students referred for evaluation;

c. Criteria for determining eligibility based on the student's demonstrated ability or potential in specific areas of leadership, motivation, academic performance, and creativity;

d. Student evaluation procedures, including the identification of the measurement instruments to be used;

e. Instructional program modifications or adaptations to ensure successful and continued participation of students from under-represented groups in the existing instructional program for gifted students;

f. An evaluation design which addresses evaluation of progress toward the district's goal for increasing participation by students from under-represented groups.

(3) Procedures for student evaluation. The minimum evaluations for determining eligibility are the following:

(a) Need for a special instructional program,

(b) Characteristics of the gifted,

(c) Intellectual development, and

(d) May include those evaluation procedures specified in an approved district plan to increase the participation of students from under-represented groups in programs for the gifted.

(4) This rule shall take effect July 1, 1977.

Specific Authority 1001.42(4)(l), 1003.57 FS. Law Implemented 1000.01, 1001.42(4)(l), 1003.57(5), FS. History–New 7-1-77, Formerly 6A-6.3019, Amended 10-10-91, 5-19-98, 7-14-02.

6A-6.030191 Development of Educational Plans for Exceptional Students Who Are Gifted.

Educational Plans (EPs) are developed for students identified solely as gifted. Parents are partners with schools and school district personnel in developing, reviewing, and revising the educational plan (EP) for their child. Procedures for the development of the EPs for exceptional students who are gifted, including procedures for parental involvement, shall be set forth in each district's Policies and Procedures for the Provision of Specially Designed Instruction and Related Services to Exceptional Students document and shall be consistent with the following requirements.

(1) Role of parents. The role of parents in developing EPs includes:

(a) Providing critical information regarding the strengths of their child;

(b) Expressing their concerns for enhancing the education of their child so that they receive a free appropriate public education;

(c) Participating in discussions about the child's need for specially designed instruction;

(d) Participating in deciding how the child will be involved and progress in the general curriculum; and

(e) Participating in the determination of what services the school district will provide to the child and in what setting.

(2) Parent participation. Each school board shall establish procedures which shall provide for parents to participate in decisions concerning the EP. Such procedures shall include the following:

(a) Each district shall take the following steps to ensure that one (1) or both of the parents of a student who is gifted is present or is afforded the opportunity to participate at each EP meeting:

1. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and

2. Scheduling the meeting at a mutually agreed on time and place.

(b) A written notice to the parents must indicate the purpose, time, location of the meeting, and who, by title and or position, will be attending. The notice must also include a statement informing the parents that they have the right to invite an individual with special knowledge or expertise about their child.

(c) If neither parent can attend, the school district shall use other methods to ensure parent participation, including individual or conference telephone calls.

(d) A meeting may be conducted without a parent in attendance if the school district is unable to obtain the attendance of the parents. In this case, the district must have a record of its attempts to arrange a mutually agreed on time and place such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;

2. Copies of correspondence sent to the parents and any responses received; or

3. Detailed records of visits made to the parents' home or place of employment and the results of those visits.

(e) The district shall take whatever action is necessary to ensure that the parents understand the proceedings at an EP meeting, which may include arranging for an interpreter for parents and students who are deaf or whose native language is a language other than English.

(f) The district shall give the parents a copy of the EP at no cost to the parents.

(3) Educational plan (EP) team participants. The EP team shall include the following participants:

(a) The parents of the student in accordance with subsection (2) of this rule;

(b) One regular education teacher of the student who, to the extent appropriate, is involved in the development and review of a student's EP. Involvement may be the provision of written documentation of a student's strengths and needs;

(c) At least one teacher of the gifted program;

(d) A representative of the school district who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students who are gifted, is knowledgeable about the general curriculum, and is knowledgeable about the availability of resources of the school district. At the discretion of the school district, one of the student's teachers may be designated to also serve as the representative of the school district;

(e) An individual who can interpret the instructional implications of evaluation results who may be a member of the team as described in paragraphs (3)(b)-(d) of this rule;

(f) At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student. The determination of knowledge or special expertise of any individual shall be made by the party who invites the individual to be a member of the EP team; and

(g) The student, as appropriate.

(4) Contents of Educational Plans (EPs). EPs for students who are gifted must include:

(a) A statement of the student's present levels of performance which may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum, results of the student's performance on state and district assessments, and evaluation results;

(b) A statement of goals, including benchmarks or short term objectives;

(c) A statement of the specially designed instruction to be provided to the student;

(d) A statement of how the student's progress toward the goals will be measured and reported to parents; and

(e) The projected date for the beginning of services, and the anticipated frequency, location, and duration of those services;

(5) Considerations in EP development, review and revision. The EP team shall consider the following:

(a) The strengths of the student and needs resulting from the student's giftedness.

(b) The results of recent evaluations, including class work and state or district assessments.

(c) In the case of a student with limited English proficiency, the language needs of the student as they relate to the EP.

(6) Timelines. Timelines for EP meetings for students who are gifted shall include the following:

(a) An EP must be in effect at the beginning of each school year.

(b) An EP shall be developed within thirty (30) calendar days following the determination of eligibility for specially designed instruction and shall be in effect before the provision of these services.

(c) Meetings shall be held to develop and revise the EP at least every three (3) years for students in grades K-8 and at least every four (4) years for students in grades 9-12. EPs may be reviewed more frequently as needed, such as when the student transitions from elementary to middle school and middle to high school or if the student's parent or teacher requests a review.

(7) EP Implementation. An EP must be in effect before specially designed instruction is provided to an eligible student and is implemented as soon as possible following the EP meeting.

(a) The EP shall be accessible to each of the student's teachers who are responsible for the

implementation.

(b) Each teacher of the student shall be informed of specific responsibilities related to implementing the student's EP.

Specific Authority 1001.02(1), (2)(n), 1003.01(3)(a), (b), 1003.57(5) FS. Law Implemented 1001.03(8), 1001.42(4)(l), 1003.01(3)(a), (b), 1011.62(1)(c) FS. History–New 9-20-04.

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; and

(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.

6A-6.0311 Eligible Special Programs for Exceptional Students.

Special programs for exceptional students encompass instruction and related services which provide significant adaptations in one or more of the following: curriculum, methodology, materials, equipment, or environment designed to meet the individual learning needs of exceptional students.

(1) Continuum of placements. Special programs shall be organized so that an exceptional student shall receive instruction in one or more of the following ways:

(a) Supplementary consultation or related services. Supplementary consultation or related services is the provision of assistance to school staff in basic, vocational or exceptional classes.

(b) Resource room. Resource room special instruction is supplemental instruction to exceptional students who receive their major educational program in other basic, vocational or exceptional classes.

(c) Special class. Special class is the provision of instruction to exceptional students who receive the major portion of their educational program in special classes located in a regular school.

(d) Special day school. A special day school is a school which is administratively separate from regular schools and is organized to serve one or more types of exceptional students.

(e) Residential school. A residential school is a special school which in addition to providing special education and related services, provides room and board.

(f) Special class in a hospital or facility operated by a noneducational agency.

(g) Individual instruction in a hospital or home.

(h) In addition, districts may provide supplementary instructional personnel to public or nonpublic preschool or day care programs for the instruction of pre-kindergarten exceptional students.

(2) Varying exceptionalities. A varying exceptionalities class is a setting which may provide for assignment of students of more than one (1) exceptionality to one (1) teacher per instructional class period, or more than one (1) exceptionality to one (1) teacher during a school week.

(a) If a school district establishes varying exceptionalities classes, procedures for this program shall be set forth in Special Programs and Procedures for Exceptional Students as required by Rule 6A-6.03411, F.A.C.

(b) Eligible exceptional students served in varying exceptionalities classes shall be reported for full-time equivalent membership in accordance with subsections 6A-1.0451(7) and (8), F.A.C.

(3) Written agreements for out-of-district placements.

(a) When multi-district programs are established, school districts shall develop a written agreement approved by all participating school boards, which includes but is not limited to:

1. Designating responsibilities for the implementation of Special Programs and Procedures for Exceptional Students, pursuant to Rule 6A-6.03411, F.A.C.;

2. Providing transportation;

3. Providing program and staff supervision;

4. Funding programs; and

5. Dissolving the agreement.

(b) When a district provides a special program for exceptional students by assigning instructional personnel to a facility operated by another agency or organization, a written agreement shall be developed outlining the respective duties and responsibilities of each party. The written agreement shall include information requirements as in paragraph (3)(a) of this rule.

(c) Prior to reporting full-time equivalent membership for students in a program as in paragraphs (3)(a) and (b) of this rule, the school districts shall have in effect a written agreement which has been identified pursuant to paragraph 6A-6.03411(4)(a), F.A.C.

Specific Authority 229.053(1), 230.23(4)(j), (m) FS. Law Implemented 230.23(4)(j), (m) FS. History–New 6-17-74, Repromulgated 12-5-74, Amended 7-25-83, Formerly 6A-6.311, Amended 10-3-91, 3-6-96.

Procedural Safeguards for Exceptional Students Who Are Gifted

6A-6.03313 Procedural Safeguards for Exceptional Students who are Gifted.

Providing parents with information regarding their rights under this rule is critical to ensuring that they have the opportunity to be partners in the decisions regarding their children. It is also critical that local school boards provide information about these rights to appropriate district and school personnel so that the needs of the student can be identified and appropriately met. The school board's policy and procedures for procedural safeguards shall be set forth in accordance with Rule 6A-6.03411, Florida Administrative Code (F.A.C.), and shall include adequate provisions for the following:

(1) Prior notice. The school district shall provide parents with prior written notice a reasonable time before any proposal or refusal to initiate or change the identification,

evaluation, educational placement of the student or the provision of a free appropriate public education to the student.

(a) The prior notice to the parents shall be written in language understandable to the general public and shall be provided in the native language or other mode of communication commonly used by the parent unless such communication is clearly not feasible to do so.

(b) If the parents' mode of communication is not a written language, the school district shall ensure:

That the notice is translated to the parents orally or by other means in their native language or mode of communication;

That the parents understand the content of the notice; and

That there is written documentation that the requirements of subparagraphs

of this rule have been met.

(c) The notice to the parents shall include:

A description of the action proposed or refused by the district, an explanation of why the district proposes or refuses to take the action, and a description of any other options the district considered and the reasons why those options were rejected;

A description of each evaluation procedure, test, record, or report the district used as a basis for the proposed or refused action;

A description of any other factors that are relevant to the district's proposal or refusal; and

Information on how the parent can obtain a copy of the procedural safeguards specified in this rule.

(2) Content and Provision of the Procedural Safeguards to Parents.

(a) Parents must be provided a copy of their procedural safeguards which provides a full explanation of the provisions included in this rule.

(b) A copy of the procedural safeguards must be available to the parents of a child who is gifted, and must be given to the parents, at a minimum:

Upon initial referral for evaluation;

Upon refusal of a parent's request to conduct an initial evaluation;

Upon notification of each EP meeting; and

Upon receipt of a request for a due process hearing by either the school district or the parent in accordance with subsection (7) of this rule.

(3) Informed parental consent.

(a) Parents shall be fully informed of all information relevant to the action for which consent is sought in their native language or other mode of communication unless such communication is clearly not feasible.

(b) Written parental consent shall be obtained prior to conducting an initial evaluation to determine eligibility and prior to initial provision of services to students who are gifted.

(c) School districts shall document the attempts to secure consent from the parent as required by paragraph (3)(b) of this rule.

(d) Parental consent is voluntary and may be revoked at any time before the action occurs.

(e) Except for formal, individual evaluation and the initial provision of services to the

student, consent may not be required as a condition of any other benefit to the parent or child. Any proposal or refusal to initiate or change the identification, evaluation, or educational placement or the provision of a free appropriate public education to the student after the initial placement is not subject to parental consent but is subject to prior notice as defined by subsection (1) of this rule.

(f) Parental consent is not required before:

Reviewing existing data as part of an evaluation; or,

Administering a test or other evaluation that is administered to all students unless, before administration of that test or evaluation, consent is required of parents of all children.

(4) Parents' opportunity to examine records and participate in meetings.

(a) The parents of students who are gifted shall be afforded, in accordance with Rule 6A1.0955, F.A.C., Section 1002.22, Florida Statutes (F.S.), and this rule, an opportunity to inspect and review their child's educational records.

(b) The right to inspect and review education records under this rule includes the right to have a representative of the parent inspect and review the records including all records related to the identification, evaluation, and educational placement of the child and the provision of a free appropriate public education to the child.

(c) The parents of a student who is gifted must be afforded an opportunity to participate in meetings with respect to the development of their child's educational plan.

(5) Evaluations obtained at private expense. If the parent obtains an independent evaluation at private expense which meets the requirements of subsection (4) of Rule 6A-6.0331, F.A.C., the results of the evaluation must be considered by the school district in any decision made with the respect to the determination of eligibility for exceptional student education services.

(a) The results of such evaluation may be presented as evidence at any hearing authorized under subsection (7) of this rule.

(b) If an administrative law judge requests an independent educational evaluation as part of a hearing, the cost of the evaluation must be at public expense, as defined in paragraph (7)(c) of Rule 6A-6.03411, F.A.C.

(6) State Complaint Procedures. The Department of Education shall provide parents and other interested persons the opportunity to resolve allegations that a school district has violated state requirements regarding the education of students who are gifted through the establishment of state complaint procedures.

(a) Within ninety (90) calendar days after a complaint is filed, under the provisions of this rule, the Department of Education shall:

Carry out an independent on-site investigation, if the Department of Education determines that to be necessary;

Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint;

Review all relevant information and make an independent determination as to whether the school district is violating a state requirement regarding the education of students who are gifted;

Issue a written decision on the complaint that addresses each issue presented in the complaint and contains findings of fact, conclusions, and the reason(s) for the Department of Education's

final decision; and

Extend the time limit established in paragraph (6)(a) of this rule if exceptional circumstances exist with respect to a particular complaint.

(b) Procedures for the effective implementation of the Department of Education's final decision include the following:

Technical assistance activities;

Negotiations; and,

Corrective actions to achieve compliance.

(c) Relationship to due process hearings.

If a written complaint is received that is also the subject of a due process hearing requested pursuant to subsection (7) of this rule, or the complaint contains multiple issues, of which one or more are part of that hearing, the Department of Education shall set aside any part of the complaint that is being addressed in the due process hearing until the conclusion of the hearing. However, any issue in the complaint that is not a part of the due process action must be resolved in compliance with the procedures described in subsection (6) of this rule.

If an issue is raised in a complaint filed under this subsection that has previously been decided in a due process hearing involving the same parties, the administrative law judge's decision is binding and the Department of Education shall inform the complainant to that effect.

The Department of Education shall resolve any complaint that alleges that a school district has failed to implement a due process hearing decision.

(7) Due process hearings. Due process hearings shall be available to parents of students who are gifted and to school districts to resolve matters related to the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education.

(a) Such hearings may be initiated by a parent or a school district on the proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education to the student.

(b) A hearing shall be conducted by an administrative law judge from the Division of Administrative Hearings, Department of Management Services, on behalf of the Department of Education.

(c) An administrative law judge (ALJ) shall use subsection (7) of this rule for any such hearings and shall conduct such hearings in accordance with the Uniform Rules for Administrative Proceedings, Chapter 28-106, F.A.C., as deemed appropriate by the ALJ including, but not limited to: the authority of a party to request a pre-hearing conference, the authority of the ALJ to issue subpoenas to compel the attendance of witnesses and the production of records, and the authority of the ALJ to issue summary rulings in absence of a disputed issue of material fact.

(d) Status of student during proceedings.

During the time that an administrative or subsequent judicial proceeding regarding a due process hearing is pending, unless the district and the parent of the student agree otherwise, the student involved in the proceeding must remain in the present educational assignment. If the proceeding involves an application for an initial admission to public school, the student, with the consent of the parent, must be placed in a public school program until the completion of all proceedings.

If the administrative law judge agrees with the parent and finds that a change of placement is appropriate, that placement becomes the agreed-upon placement during the pendency of the appeal.

(e) Hearing rights for all parties.

1. Any party to a hearing conducted pursuant to subsection (7) of this rule has the right:

a. To be represented by counsel or to be represented by a qualified representative under the qualifications and standards set forth in Rules 28-106.106 and 28-106.107, F.A.C., or to be accompanied and advised by individuals with special knowledge or training with respect to the problems of students who are gifted, or any combination of the above;

b. To present evidence, and to confront, cross-examine, and compel the attendance of witnesses;

c. To prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five (5) business days before the hearing;

d. To obtain written, or at the option of the parents, electronic, verbatim record of the hearing at no cost to the parents; and

e. To obtain written, or at the option of the parents, electronic findings of fact and decisions at no cost to the parents.

2. Additional disclosure of information.

a. At least five (5) business days prior to a hearing conducted pursuant to subsection (7) of this rule, each party shall disclose to all other parties all evaluations completed by that date and recommendations based on the offering party's evaluations that the party intends to use at the hearing.

b. An administrative law judge may bar any party that fails to comply with subparagraph (7)(e)2. of this rule from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.

(f) Parental rights at hearings. Parents involved in hearings must be given, in addition to the rights described in paragraph (7)(e) of this rule, the right to:

Have their child who is the subject of the hearing present; and

Open the hearing to the public.

(g) Duties and responsibilities of the superintendent or designee shall include:

Implementing procedures that require the parent of a child who is gifted, or the attorney representing the child, to provide notice to the school district. The notice required, which must remain confidential, must include: the name of the child; the address of the residence of the child; the name of the school the child is attending; a description of the nature of the problem relating to the proposed or refused initiation or change, including facts relating to the problem; and, a proposed resolution of the problem to the extent known and available to the parents at the time. However, the school district may not deny or delay a parent's right to a due process hearing for failure to provide this notice.

Immediately forwarding the Division of Administrative Hearings by facsimile transmission of the parent's request for a hearing upon its receipt;

Notifying all parties regarding their rights and responsibilities before, during, and after the hearing. This notice should include information to the parent of any free or low cost legal and other relevant services, which are available, if the parent requests this information or if the parent

or school district initiates a hearing.

- Determining whether an interpreter is needed and arranging for the interpreter as required;
- Complying with the administrative law judge's rulings regarding requests for and exchanges of evidence; discovery; the filing of motions and, scheduling, so as to meet the requirements of this rule, and the deadlines established herein.
- Arranging for the provision and payment of clerical assistance, the hearing, use of facilities, and a verbatim transcript of the hearing;
- Completing other responsibilities specified by the school board.
- (h) Duties and responsibilities of the Department of Education shall include:
- Maintaining a list of persons who serve as administrative law judges including a statement of the qualifications of each of these persons; and,
- Maintaining an index of the final orders of such hearings and providing this information to the public upon request.

(i) Duties and responsibilities of an administrative law judge shall be:

To establish the date, time, and location of the hearing and any pre-hearing conference calls and motion hearings. Each hearing involving oral arguments must be conducted at a time and place that is reasonably convenient to the parents and their child;

- To conduct the hearing in a fair and impartial manner;
- To ensure that all discovery, motion practice, and pre-hearing procedures are conducted in an expedited manner, consistent with the deadlines established by this rule concerning the exchange of evidence and the issuance of the final decision.
- To establish the date, time, and location of the hearing and any pre-hearing conference calls and motion hearings. Each hearing involving oral arguments must be conducted at a time and place that is reasonably convenient to the parents and their child;
- To conduct the hearing in a fair and impartial manner;
- To ensure that all discovery, motion practice, and pre-hearing procedures are conducted in an expedited manner, consistent with the deadlines established by this rule concerning the exchange of evidence and the issuance of the final decision.
- To determine if the parent wants an electronic or written copy of the final decision and the administrative record of the hearing;
- To determine whether the parent wants the hearing open to the public and whether the parent wants their child to attend the hearing;
- To determine whether the parent's advisor or representative is sufficiently knowledgeable about or trained regarding students who are gifted;
- To determine how evidence may be exchanged prior to and during the hearing;
- To determine how witnesses may be compelled to attend, be cross-examined, and confronted during discovery and at the hearing;
- To determine how evaluations and recommendations may be disclosed prior to and during a hearing;
- To summarize the facts and findings of the case and to arrive at an impartial decision based solely on information presented during the hearing;
- To reach a final decision and mail to all parties copies of the facts, findings and

decision regarding the hearing within forty-five (45) days of the district's receipt of the parent's request or the filing of the district's request for a hearing, whichever is sooner;

- To be accountable for compliance with all deadlines and procedures established by the statutes and rules for such hearings;
- To maintain the confidentiality of all information; and
- To rule on requests for specific extensions of time beyond the periods set forth in subsection

(7) of this rule, at the request of either party.

(j) Civil action. A decision made in a hearing conducted under subsection (7) of this rule shall be final, unless, within thirty (30) days, a party aggrieved by the decision brings a civil action in state circuit court without regard to the amount in controversy, as provided in Section 1003.57(5), F.S. The state circuit court shall: receive the records of the administrative proceedings; hear, as appropriate, additional evidence at the request of a party; and, basing its decision on the preponderance of the evidence, shall grant the relief it determines appropriate. In the alternative, any party aggrieved by the administrative law judge's decision shall have the right to request an impartial review by the appropriate district court of appeal as provided by Sections 120.68 and 1003.57(5), F.S.

FOR
PARENTS
OF FLORIDA'S
STUDENTS
WHO ARE
GIFTED

AN
INTRODUCTION
TO GIFTED
EDUCATION

FLORIDA DEPARTMENT OF EDUCATION   2004

This is one of many publications available through the Bureau of Instructional Support and Community Services, Florida Department of Education, designed to assist school districts, state agencies that support educational programs, and parents in the provision of special programs. For additional information on this publication, or for a list of available publications, contact the Clearinghouse Information Center, Bureau of Instructional Support and Community Services, Florida Department of Education, Room 628 Turlington Bldg., Tallahassee, Florida 32399-0400.

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FOR PARENTS OF FLORIDA'S STUDENTS WHO ARE GIFTED

AN INTRODUCTION TO GIFTED EDUCATION

Florida Department of Education
Bureau of Instructional Support and Community Services (BISCS)

Michele Polland, Acting Chief

This book was reviewed by the following parents of gifted students:

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CONTENTS

WELCOME

Most parents have many questions...

This book is for parents of children in Florida who are or may be identified as *gifted*. The word "parents" includes anyone who has major responsibility for a child. If you are a person who has such responsibility—for example, a parent, grandparent, surrogate parent, or foster parent—and you think your child may be gifted, you will want to read this book carefully. It will help you understand your child's right to an education.

Most parents have many questions about their child's education. You may wonder how the school can meet your child's needs. You may feel that you need help in understanding and working with your child and your child's school. The five chapters of this book will answer some of your questions. The chapters are described on the next page. But before you read this book, there are several things you should know.

- You do not need to read the whole book at one time. Each chapter can stand alone.
- The Parents' Dictionary that begins on page 75 explains the meaning of the underlined words in this book.
- The information given in this book is true for any child who is gifted, beginning in kindergarten and continuing until the student graduates from high school.
- It is very helpful for you to keep some records of your own. In **chapter 5** you will find parents' record pages that will give you ideas about information to keep in your records. On those pages you can record information that is important for your child's education. **Chapters 1, 2, and 3** of this book refer you to particular parents' record pages.

We hope this book will help you to help your child. As you read and use the chapters, you may have more questions. The people at your child's school or in your local school district office will be happy to work with you and to answer your questions.

Note: Some children who are gifted also have a disability. If your child is or may be "twice exceptional," discuss your concerns with your child's teachers, the school principal, or the ESE administrator in the local school district office. You may also request the book *For Parents of Florida's Students with Disabilities: An Introduction to Exceptional Student Education* from the address listed on the inside front cover of this book.

INFORMATION PROVIDED BY EACH CHAPTER

Chapter 1, *EXCEPTIONAL STUDENT EDUCATION FOR STUDENTS WHO ARE GIFTED,* will answer questions such as these:

- How will the school work with my child?
- What is exceptional student education?
- What is gifted education?
- What can I do to help?
- Is this going to cost me a lot of money?

Chapter 2, *THE EDUCATIONAL PLAN—EP,* will answer questions such as these:

- What is an EP?
- What are the parts of an EP?
- How will an EP help my child succeed in school?
- Who writes the EP?
- When and how is an EP written?
- How can I help to write the EP?

Chapter 3, *SOLVING PROBLEMS,* will answer questions such as these:

- What are my rights to participate, have notice, and give informed written consent?
- How can I work with the school to solve problems?
- What should I do if I disagree with something the school is doing?
- What are my procedural safeguards?

Chapter 4, *RESOURCES,* contains this useful information:

- Parents' Dictionary explains the meaning of some of the words used by schools to describe your child and your child's education, and gives meanings of all underlined words in this book.
- Reading Materials for Parents is a list of other materials that may be of help to you.
- Where to Go for Help lists some groups and agencies that can give you more information.
- Sample Letters suggest ways you might ask the school to do certain things.

Chapter 5, *PARENTS' EDUCATIONAL RECORDS,* contains parents' record pages that provide space for you to keep track of information about your child's education.

1.
EXCEPTIONAL STUDENT EDUCATION FOR STUDENTS WHO ARE GIFTED

EXCEPTIONAL STUDENT EDUCATION AND YOUR CHILD WHO IS GIFTED

You will want to work closely with people at your child's school...

You may be reading this book because someone thinks your child may be _gifted_. This person could be you, a teacher, or another person. Perhaps the school has already determined that your child is gifted. Gifted students exhibit high _cognitive_ abilities and need special learning experiences that allow them to make progress that reflects those abilities.

There are many clues that can tell you that your son or daughter is gifted. For example, your child may

- be highly motivated
- be very curious
- have a good memory
- use advanced vocabulary
- be a good problem-solver
- be creative and imaginative
- have many hobbies and interests
- have clear learning goals
- have a highly developed sense of humor. (Frasier, 1997)

You may be concerned because your child's school work seems too easy or focuses on things your child already knows. This may make it difficult for your child to make progress in school. So you will want to work closely with people at your child's school to make sure your child is getting the education he or she needs.

In Florida, boys and girls who have special learning needs because they are gifted or because they have a _disability_ are called _exceptional students_. The special help they are given at school is called _exceptional student education_. This is often called _ESE_. Sometimes it is called _special education_. The purpose of ESE is to _help your child progress in school, meet his or her goals, and prepare for life after school._

Florida's laws say that each child who is gifted is entitled to a _free appropriate public education_. However, it is up to local school districts to provide that education, and most decisions about ESE services are made by the school, the school district, and the local community. The job of the state government and Florida's Department of Education is to help school districts, schools, and families provide an education for all children. The Florida Department of Education also helps school districts understand and follow the laws and in some cases decides how to resolve complaints filed by parents about the education of their children.

To receive ESE gifted services in Florida, your child must be determined to be _eligible_. The eligibility criteria for gifted services are outlined in Florida's State Board of Education Rule 6A-6.03019. This rule is available online at www.myfloridaeducation.com/rules/6a-6.htm.

Not all children who are gifted have the same needs or require the same services. Exceptional student education provides services designed to give each child the right kind of special help for that child. These services will be provided at no cost to you.

Explained below are some important elements of exceptional student education for gifted students.

Teachers—Your child may work with _general education_ teachers, or with ESE gifted teachers, or with both. ESE gifted teachers have special training and skills in working with children who are gifted. ESE gifted teachers can also help general education teachers work with children who are gifted.

Differentiated Curriculum—The _general curriculum_ includes the knowledge and skills that most students are taught and expected to learn. Teachers modify the curriculum to match the abilities and interests of gifted students and allow them to progress. This is known as providing a _differentiated curriculum_. The two most common strategies used to differentiate the curriculum for gifted students are _acceleration_ and _enrichment_. _Acceleration_ refers to speeding up the pace of instruction to match the child's ability. For example, fourth-grade gifted students may be taught fifth-grade mathematics skills. _Enrichment_ refers to introducing new or more complex ideas or activities. For example, gifted students studying science concepts may work on developing their own inventions.

Materials and Equipment—The teachers may use some special books, kits, learning games, technology, or equipment to provide the differentiated curriculum.

LAWS ABOUT THE EDUCATION OF CHILDREN WHO ARE GIFTED

Parents should help to decide what is best for their child...

There are several important state laws about education for children who are gifted. The laws help to make sure that each child gets the education services the child needs. The laws also say that parents should help to decide what is best for their child.

The most important thing to remember is that every child with an *exceptionality* has the right to a free appropriate public education (FAPE). This means that the local public school district must provide services designed to allow your child to meet his or her goals and make progress. It does not mean that the school has to provide the *best* possible services for your child.

If your child has been identified as gifted, lives in Florida, is enrolled in a public school in kindergarten through grade 12, and meets the *eligibility criteria*, he or she must be offered special educational services from your local public school district.

If your child is eligible for gifted services, this means several things.

- Decisions about your child must be made after an individual *evaluation*.
- Decisions about your child must be made *with* you.
- The services for your child must be described in writing. This written description is called an *educational plan*, or *EP*.
- The services may include special teaching methods, materials, technology, and other help.
- The services must be set up to meet your child's unique needs.
- The services must be free of charge to you.

Note: If your child goes to a *private* school and has been referred to the public school system for an individual evaluation, the public school district will evaluate your child

if you give your _consent_. If eligible, your child may be able to get some services from the public school system. Call the _ESE administrator_ in your local school district office to find out about this.

The laws and rules that apply to the education of children who are gifted are described in several places in this book. Here are the names of the most important laws and rules.

- **Family Educational Rights and Privacy Act (FERPA)**
- **Florida Statutes and State Board of Education Rules** pertaining to education for exceptional students
- **Special Programs and Procedures for Exceptional Students** (Each local school system has a set.)

Chapter 4 tells how you can get copies of the laws and rules.

If you have questions that are not answered in this book, contact your child's teacher or principal, or the ESE administrator in your local school district office.

PARENTS' RECORDS

Good records will be helpful to you and to your child's school...

You can help yourself, your child, and the school by keeping your own records. This will make going to meetings and talking to school people much easier for you. It will also be helpful if you ever move to another county or state. You will want to keep

- test results and reports
- the written educational plan (EP) for your child
- report cards
- samples of your child's work
- evaluation reports
- letters from the school to you
- consent forms the school has asked you to sign
- records or reports from people from outside the school system who have worked with your child
- letters or information from agencies such as the Florida Department of Education
- letters or notes from you to the school
- notes and dates of telephone calls, meetings, and visits

Sometimes important decisions are made during a telephone conversation or when you are talking in person with someone at the school. If this happens, it will be helpful if you write a short note to the school, clearly stating your understanding of what the decision was. This will give you a record of what happened. It will also let people at the school know what you expect of them. Letters or notes like this do not need to be typed. However, you should keep a copy. On the next page is an example of this kind of note.

February 10, 20__

Dear _____

When I talked with you on February 7, 20__, we agreed that my son John will be allowed to use the names of bones and diseases as his spelling words. I understand that this will start next week. Please let me know if there is any problem with this.

Thank you for your help.

Sincerely,

Ms. Smith

In **chapter 5**, you will find parents' record pages. They will give you ideas about information you should keep. You may want to write all important information in that booklet. You may want to keep all your records in a notebook or a file.

Some parents like to make a tape recording of important meetings so they do not have to take so many notes. If you would like to tape record a meeting, talk to the people at the school about it well before the meeting date.

Children who are eligible for ESE gifted services in one Florida school district are also eligible for ESE gifted services in any other Florida school district the family might move to. However, if you move, you should do several things:

- Tell your child's old school where you are moving and ask them to contact the new school right away.
- Make sure all your child's records are sent to the new school.
- Contact the new school as soon as possible and tell school staff about the special needs your child has.
- Take copies of your child's important school records with you to the new school.

Keeping your own records and copies of school records takes time. However, good records will be helpful to you, to your child, and to your child's school.

PLANNING YOUR CHILD'S GIFTED EDUCATION

*Several things must happen
before your child can
receive special services...*

You are part of the process of planning and delivering special services for your child. During this process, you will want to work with the school by giving information, asking questions, making suggestions, and helping to make decisions. Here are the major parts of the process:

1. Referral for individual evaluation
2. Individual evaluation
3. Eligibility determination
4. Development of the first EP
5. Consent for placement; services begin
6. Development of new EP and EP review

These actions are described on the following pages. Keep in mind that each school district may have a slightly different way of carrying out this process. (For information on your rights during each part of the process, see **chapter 3**.)

1. REFERRAL FOR INDIVIDUAL EVALUATION

A *referral* is a request for an individual evaluation of a student who is suspected of needing gifted education services. Some children are referred for evaluation because their teachers have observed that their *academic* abilities are very advanced. Other students are referred for evaluation because they score high on group tests called *screenings*.

When a child's needs are not being met in the general classroom, several *interventions* may be tried *before* a referral for individual evaluation is made. For example, the classroom teacher may try new strategies to give your child more opportunities to progress in the general classroom.

If the interventions are not successful, you or the school staff will then refer your child for an individual evaluation to determine if he or she needs gifted education services.

No matter who refers your child for evaluation, you should be told when the referral was made and why. If you make the referral yourself, write down the name of the person you talked to and the date. If you write a letter or note, keep a copy.

> **See page 99.**

2. INDIVIDUAL EVALUATION

An individual evaluation is a way of collecting information about a child's learning needs, strengths, problems, and interests. It is used to make decisions about whether a child is gifted and is eligible for ESE services. No decisions about ESE services can be made until after the individual evaluation is finished and reviewed.

Before your child can be individually evaluated at any time, you must give your informed written consent. The school staff will ask you to sign a form to show that you agree to have them evaluate your child. The school will tell you, in writing, the following things:

- why the school staff think your child should be evaluated
- any other options the school staff considered and why they did not choose those other options
- how you can get help in understanding the consent form and the evaluation process

The school will also give you a copy of the procedural safeguards, which explains your rights as a parent of a child who is gifted.

If you give your written consent, your child will be individually evaluated. The people doing the evaluation will try to answer these kinds of questions about your child:

- What does your child do well?
- What does your child know or not know?
- How does your child learn best?
- What learning needs does your child have?

An evaluation should look at all the areas in which a child may have special needs. It must look at your child in more than one way. Here are some ways to evaluate a child.

- Watch the child work.
- Talk with the child.
- Talk with the parents about things the child does at home and what the child was like when he or she was younger.

- Review school progress.
- Give individual tests.

The individual evaluation will be done specifically for your child and must be appropriate for him or her. This means that the evaluation will

- include more than just a single test
- use tests and other evaluation activities that are designed for children who are like your child
- not give a false or unfair picture of your child because of his or her race or culture
- be done in your child's own language, to the maximum extent possible
- give your child every chance to show what he or she knows and can do.

More than one person will help to do the evaluation. Here are some of the people who may do parts of the evaluation:

- teachers
- counselors
- *school psychologists*
- you, the parent.

You play an important part in the evaluation process. You can help calm any fears your child has about the tests or other evaluations. You can also provide specific information about your child that no one else is likely to have, such as

- your child's history
- information about your child's development over the years
- information about how your child does at home in areas such as communicating with others, doing chores, and doing homework
- information about how your child gets along with adults and other children
- information about your child's interests, skills, and hopes for the future.

Evaluation information may also be obtained from other people who have worked with your child. Sometimes the school can use evaluations of your child that have already been done by other schools or agencies. You will be asked to give written permission for this information to be shared with the school.

After the evaluation is finished, the people who worked on it will write one or more reports. You will be provided with a free copy of the reports. You will want to read the reports. You may ask to meet with anyone who was part of the evaluation team. It is often a good idea to ask evaluation team members to explain their findings to you. Be sure to keep copies of evaluation reports in your file.

If school staff decide not to evaluate your child, they will give you a written _notice_ telling

- why they are not going to evaluate your child (for example, because you and the school have agreed to try interventions first)
- any other options they considered and why they did not choose those other options
- how you can get help in understanding the notice and the evaluation process
- how you can get a copy of your procedural safeguards

You will also get a notice any time the school proposes or refuses to change the identification, evaluation, services, or placement of your child.

See page 100.

3: ELIGIBILITY DETERMINATION

After the evaluation is done, an _eligibility staffing_ will be held. The team of people at this meeting will determine whether the evaluation data indicate that your child is eligible for ESE gifted services. A child is only eligible when he or she meets the criteria listed in the _State Board of Education Rules_. Your child must meet the eligibility criteria in order to receive ESE services.

There must be at least three people from the school or school district at the eligibility staffing meeting. One of these people will be the ESE administrator or another person who can make decisions for the school district. Here are some other people who may be part of the meeting:

- principals
- guidance counselors
- teachers
- people who helped with the evaluation
- school psychologists

The team at the eligibility staffing will discuss the information collected about your child. The team will use the evaluation reports, school progress reports, test results, referral information, and information you provide to make decisions about your child's eligibility for ESE services. The team has four choices.

- Your child is eligible for ESE gifted services.
- Your child is not eligible for ESE gifted services and does not need special services.

- Your child is not eligible for ESE gifted services but does need some additional challenges.
- There is not enough information to reach a decision, and more evaluation is needed.

The school must give you a written notice telling you what the team has decided. When you get this notice, be sure you understand it. The notice will give you the name of someone to talk with if you have any questions. If you don't know the meaning of any of the words used in the notice, ask for an explanation. Be sure to keep this notice in your file.

If you do not agree with the decision about your child's eligibility, see **chapter 3** for ideas on how to solve problems.

See page 101.

4: DEVELOPMENT OF THE FIRST EP

An EP is a plan that tells you, the teachers, and other school staff what ESE services and related services will be provided to your child...

If the team at the eligibility staffing determines that your child is eligible for ESE gifted services, the next step is to write an educational plan (EP). An EP is a plan that tells you, the teachers, and other school staff which ESE services will be provided to your child. These services will be designed to meet your child's learning needs.

Here are some things you will want to keep in mind about the EP.

- The EP is written at a meeting with you there to help. (A draft may be brought to the meeting.)
- The EP is a plan for your child only.
- The EP describes the services your child will receive for the duration of the document (or less). A new EP must be written for your child at least every 3 years or at transition times, such as when the child moves from elementary to middle school.
- Both you and the school have the right to invite anyone you wish to the EP meeting. However, the people you invite should have knowledge or expertise about your child.
- When you sign the EP, it does not mean you agree with the EP. It does not mean you give your consent for services to begin. It only means that you attended the EP meeting.

- If you do not agree with the EP, you may want to write that on the EP.
- Your child cannot receive ESE gifted services until the first EP is done and you give your informed written consent for placement.

You will get a written invitation from the school before each *EP meeting*. You will be told the day, time, and place suggested for the meeting; who will be there; and why the meeting is being held. Ask the school to change the day, time, or place if you cannot go. Suggest a new date and time if possible. Since the school staff want your help in writing the EP, they will try to find a day, time, and place that is good for you. However, if you *choose* not to go to the meeting, the school may hold the EP meeting without you. Learn more by reading **chapter 2** before you go to an EP meeting.

See pages 102 through 105.

When you and school staff meet to write the EP, the team will also decide what kind of classes your child will be in to receive the services on the EP. This is called your child's *placement.* Your child cannot receive ESE gifted services for the first time until the EP is written and you have given your informed written consent for placement.

5: CONSENT FOR PLACEMENT; SERVICES BEGIN

*Your child may receive special
services in the same classroom
he or she has been attending...*

After the **first EP** has been written, you will be asked to give your written consent for your child to receive gifted services. The "consent for placement form" will tell what type of classes your child will receive services in and when, how often, and for how long your child will be in each type of class. This is called your child's *placement.* (You will only be asked for written consent for placement after the meeting to develop the **first EP.**)

The placement decision will be based on the contents of the EP. Your child will be placed in a classroom or classrooms that offer the services your child needs and that can help your child make progress.

Most gifted students spend *most* of their school day in general education classrooms. In some cases, ESE gifted teachers come to the general education classroom to provide services to the children or to the teacher. In other cases, children leave the general education classroom for part of the day to receive gifted services in an ESE "resource class." Some children spend all day in a special class or attend a special school.

Some types of placement may be available in many schools throughout the school district. Other types of placement may be available in only a few schools. Which school a student is assigned to attend is based on the district's plan for school zones and on which schools offer the placement the student needs.

Once you have given your informed written consent for placement, services should start right away. Of course the school may need a few days to get everything ready. And you will want to do several things before your child starts receiving ESE services.

- Talk to your child. Tell your child about the services he or she will receive.
- If your child will receive services in a different classroom or in a different school, tell your child about the new class and teacher. Call the school to arrange for you and your child to visit.
- If your child will be riding a different bus, check on the bus schedule.

After your child has started receiving services, you will want to keep in touch with the teachers. Find out if your child is working well and what your child is learning. Visit the class every once in a while. Before you visit, be sure to call the school and let the principal or teacher know that you are coming. Talk with the teachers after your visit. Talk about the good things you saw. If there are problems, you may be able to help the school work them out. If things don't get better, you may ask for changes to be made. If you want to ask for changes, read **chapter 3.**

Here are a few signs that will help you know when your child is receiving the services he or she needs.

- Your child is making progress.
- Your child's teacher has open expectations for what your child can do.
- Your child has access to other children who are gifted.
- What your child is taught meets your child's needs.
- The classroom or school environment has no harmful effect on your child.

See pages 106 & 107.

6: DEVELOPMENT OF NEW EP AND EP REVIEW

Your child's needs will change as he or she grows and learns new things...

Many parents feel relieved to have that first EP written and to know that their child is receiving services. It is an achievement to be proud of; however, the work of the team is not over.

During the time when your child receives ESE services, you will be asked to participate in other parts of the ESE process. For example, at least once every three years and/or at transition times, you and the rest of the EP team will meet to talk about your child's progress in school and to develop a new EP. You will get a written invitation to this meeting. If you cannot go, call the school and ask for a different day, time, or place. You will want to get ready for this meeting. Read over your records. Make a list of your questions and suggestions. You might want to visit your child's class and talk to the teacher again. Read **chapter 2** about EPs before you go to the meeting.

The team may begin by reviewing your child's last EP and other records to learn what progress your child has made. Based on that information, the team will answer questions like these:

- How have your child's needs changed?
- What new goals should your child be working toward?
- Does your child need different services?
- Does your child still need all the ESE services he or she has been receiving?
- Does your child need a different placement in order to make progress?

Then you and the rest of the team will write a new EP for your child. Sometimes the team will need new evaluation data about your child; sometimes the team will be able to write the new EP without more evaluation data.

A change in your child's services or placement can only be decided during an EP meeting. You must be invited to the EP meeting. However, the school does not need your consent to change your child's services or placement. The school must notify you in writing of a change.

You may ask for an EP review
meeting at any time...

Of course, your child's needs may change at any time. Watch your child carefully. Keep in touch with the people at the school. You, the teacher, or other school staff may ask for an *EP review* meeting at any time. You do not have to wait until three-year review. If you think parts of the EP are no longer appropriate or are not working as you and the EP team had hoped, the team can discuss those concerns in the EP review meeting and make changes in your child's EP, as needed. Changes in goals, services, and placement can only be made during an EP meeting.

Dismissal can only be determined
as part of an EP meeting...

An EP meeting will also be held if you or the school staff think your child no longer needs ESE services. *Dismissal* can only be determined as part of an EP meeting. After the meeting, the school will send you a written notice if the EP team has decided to dismiss your child from ESE. Dismissal does not mean that your child is no longer gifted. Dismissal means that your child's needs can be met in the general education classroom without special services. You will get this notice before your child stops receiving services. However, the school does not need your consent to dismiss your child from ESE or to make other changes in placement. If you disagree with the decision, read **chapter 3** for information on how you can work with the school.

Even if your child has been dismissed from ESE, you should save your records for future use.

See page 108.

NOTES

Use these pages to list questions or topics you want to discuss at meetings or visits.

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2.
THE EDUCATIONAL PLAN—EP

THE EP—
WHAT IT IS

*Every child who is eligible
for and needs gifted
education will
have an EP...*

Each child who is *eligible* for and needs gifted education will have an *educational plan (EP)*. The EP is a written plan for the special education of a child who is gifted. It describes your child and what you and the school will do to give your child the help he or she needs. Since parents help to write EPs for their children, it is important that you know what goes into an EP. You should also understand what will happen at *EP meetings* and after the EP is written.

The EP is like a road map for your child's ESE services. It describes what your child can already do and what your child needs to learn. It lists the kinds of help your child will need in order to learn. Here are some things the EP will tell you:

- what your child knows and can do now and what your child needs to learn
- what your child should learn over time
- the special services your child will receive during the year
- how much time your child will spend in *general education* and *exceptional student education (ESE)* during the year
- what you have agreed to do to help your child
- how your child's progress will be measured and reported to you
- when services will begin, where and how often services will be provided, and for how long.

There are three very important things for you to remember about EPs.

- The EP is written for your child only.
- There is only one EP at a time for your child.
- The EP is a plan for up to three years of your child's education, or four years at the high school level. (The EP team may decide to write an EP for a shorter period of time.)

THE EP—
WHAT IT IS NOT

As your child grows, learns,
and changes, the EP will
need to change...

The EP is not a daily lesson plan. It will not tell you each little thing a teacher will do with your child. It won't take the place of the plans that teachers write for a day or week.

The EP is not an evaluation report. An _evaluation_ report describes your child's strengths and weaknesses. It lists your child's interests and special learning needs. It may include the results of tests your child has taken. The information from an evaluation report is used to help write the EP.

The EP is not a contract. The EP is a working plan that describes things that you and the school have agreed to do for your child. It cannot promise that all the special help will work. There are many things that affect your child's learning. The school cannot control your child's health or things that happen outside the school, for example.

The EP does not last forever. As your child grows, learns, and changes, the EP will need to change. A new EP must be written *at least* once every three years or at transition times, such as when your child moves from elementary school to middle school. However, the EP *may* be changed as often as you and the school agree that it needs to be changed. Any member of the EP team may ask for a meeting to make changes in the EP at any time.

You and the school staff will learn new things about your child as you work with him or her. As you work together, you will find ways to make the EP more useful.

USES OF THE EP

*You will use the EP to
know what to look for
when you visit the school
or talk with the teachers...*

The EP should be a working plan that parents, teachers, and school staff will use.

The school will use the EP to

- know what services to give your child
- know what classes your child will receive services in
- set up a daily or weekly schedule for all your child's services
- conduct *EP review* meetings and develop new EPs for your child (See page 40.)

You (the parent) will use the EP to

- keep a record of the services your child should be getting
- know if your child is making progress in school
- know which teachers to talk with about your child
- know what to look for when you visit the school or talk with the teachers
- know what information might be helpful to share with the school
- get ideas about what you can do at home to help your child
- know what things you have agreed to do for your child

Teachers will use the EP to

- help them plan daily lessons and activities for your child
- work with each other to help your child
- help them choose the right kinds of teaching methods and materials for your child
- know if your child is making progress in school
- help them share information with you

The school district will use the EP to

- be sure that all students who are gifted get the services listed on their EPs
- plan for the future—make sure that the school district offers the right kinds of services to meet the needs of all students

CONTENTS
OF THE EP

Many kinds of information
must be discussed at the
EP meeting and written
into the EP...

An EP is written on a form. On pages 27 and 28 you will find a blank copy of a sample EP form. The form used in your school district may be different. You may want to ask for a blank copy of your district's EP form.

Some children need only a very short EP. Other children need much longer EPs. No matter what form is used, or how long your child's EP is, the following information must be discussed at the EP meeting and written into the EP.

1. Present levels of educational performance
2. Goals
3. Objectives
4. Description of how your child's progress will be measured and how you will be informed of your child's progress
5. Gifted education services
6. Initiation, duration, frequency, and location of services

Each type of information is described beginning on page 29. As you read, you can also look at the blank EP form on pages 27 and 28.

During the EP meeting, you and the rest of the team will consider the following:

- the strengths and needs of your child resulting from his or her giftedness
- the results of recent evaluations, including your child's performance on state and districtwide assessments
- your concerns for enhancing your child's education.

SAMPLE EP FORM—PAGE 1

Date of Development _____

Student Name	ID Number	Gender F M
School	DOB	Grade
Parent(s) Name		
Address		
Home phone	Work Phone	

Meeting Type: O Initial EP   O Review   O Temporary

EP Meeting Participants' Signatures

_____   _____
Parent/Guardian   Parent/Guardian

_____   _____
LEA   General Education Teacher

_____   _____
Teacher of Gifted   Administrator

_____   _____
School Psychologist   Student

_____   _____
Counselor   Other

O Gifted Procedural Safeguards have been provided to Parent/Guardian.   _____
                                                                                                         Parent Initials or Date Sent

Gifted Services
Initiation Date: _____   Duration: O 1 yr. O 2 yrs. O 3 yrs. O Other: ___   Date of EP review: ___

Priority Educational Need(s):
O Mathematics   O Science   O Language Arts/English   O Social Studies   O Other:

Curriculum Modifications & Services:

Acceleration through:	Enrichment through:	O Guidance/Counseling:
O Curriculum Compacting	O Tiered Lessons	Specify:
O Flexible Grouping	O Modifying curriculum depth,	
O Independent Study	complexity, or abstractness	
O Subject Skipping	O Problem Based Learning	
O Grade Skipping	O Service Learning	
O Other, Specify:	O Independent Study	
	O Other, Specify:	

Setting:
O General Education Classroom with   O Co-teaching or O Consultation
O Resource Room   O Content-Based Class(es)
O Full-time classroom   O Center School (specify):   O Seminar or Elective

Frequency: O Daily   O Weekly O   Monthly O   Other:

This is a sample. Your school district's form may be different.

SAMPLE EP FORM—PAGE 2

Present Levels of Educational Performance

A narrative description of the student's current performance, indicating a need for gifted services, based on the following:

Formal Assessments:

Area Assessed	Date	Instrument	Level/Ability

Informal Assessments including:

○ Parent Observation   ○   Informal Assessments ○   Previous EP   ○ Portfolio
○ Student Input   ○ Student Led Conference   ○ Teacher Observation ○   Report Card

Student's strengths:

What concerns for their child's education have the parents expressed?

Individual Student Goals & Objectives

Goal:

Objective #1:

Evaluation Procedures
○ Graded Work Samples
○ Informal Assessment
○ Teacher-made Tests
○ Teacher Observation
○ Student Self-Assessment
○ Rubric
○ Performance Demonstration
○ Portfolio Evaluation
○ Standardized Test
○ Other:

Evaluation Criteria
○ 90%-100% Mastery
○ 80%-89% Mastery
○ Other:

Evaluation
Schedule
○ Monthly
○ Quarterly
○ Semester
○ Grading Period
○ End of Unit
○ Other:

Results
○ Mastered
○ Progressing
○ Revise and
Continue
○ Discontinue
○ Other:

Review date:

_____

Objective #2:

○ Graded Work Samples
○ Informal Assessment
○ Teacher-made Tests
○ Teacher Observation
○ Student Self-Assessment
○ Rubric
○ Performance Demonstration
○ Portfolio Evaluation
○ Standardized Test
○ Other:

Evaluation Criteria
○ 90%-100% Mastery
○ 80%-89% Mastery
○ Other:

Evaluation
Schedule
○ Monthly
○ Quarterly
○ Semester
○ Grading Period
○ End of Unit
○ Other:

Results
○ Mastered
○ Progressing
○ Revise and
Continue
○ Discontinue
○ Other:

Review date:

_____

This is a sample. Your school district's form may be different.

1. PRESENT LEVELS OF EDUCATIONAL PERFORMANCE

Present levels of educational performance statements describe what your child can do and what your child knows *now*. Since the goal of ESE is to help your child reach his or her EP goals and make progress, the EP team needs to know what knowledge and skills your child already has. This information will help the team decide what your child needs to learn (your child's goals). The team may consider questions such as these:

- In what ways is this student gifted?
- What is the student able to do that necessitates ESE gifted services?
- How is this student currently performing in the classroom?
- In what ways is this student demonstrating abilities beyond the general curriculum?
- What objective data document this student's present abilities?
- What anecdotal evidence (from teachers and parents) can illuminate this student's present abilities?
- What are this student's interests?

Various areas of learning can be described in this section of the EP, including *academic* skills, social skills, and individual interests.

A present levels of performance statement does not have to be given for every area. Such a statement will be made only for areas in which your child has a special need. Your child's EP may contain only one present level statement, or it may include several.

Here are some examples of present levels of educational performance statements.

- Based on Terrell's results on the second-grade district reading test, he can understand what he reads at the fifth-grade level.
- Based on parent's report, Olivia is interested in mythology. She has an extensive collection of books of myths and creates puppet shows based on the stories she reads.
- Based on teacher's observation, Herve is able to generate many possible solutions to problems.

2. GOALS

Goals state what your child needs to learn in order to make progress. These goals are based on the present levels of educational performance statements that tell what your child can do now. An EP may contain one or more goals in areas such as academics and social skills. Goals describe what the child should be able to learn within the duration of the EP, such as one, two, or three years. Here are some examples of goals:

- Jordan will develop algebraic thinking skills and apply these skills to real-world situations.
- Paula will demonstrate writing in a variety of formats and genres.

3. OBJECTIVES

Objectives describe knowledge and skills that your child must learn in order to reach his or her EP goals. Objectives, like goals, should be written to fit your child's needs. Objectives are the steps along the path toward the student's goals.

For example, here is a goal: _Marcus will turn in 100% of the class assignments given in his general 7th grade classes._

For this goal, the EP team might write the following objectives:

- Marcus will use a series of steps for organizing his materials so he can identify and record assignments.
- Marcus will use a task-planning strategy to record and carry out the requirements of assignments.
- Marcus will use a time-management strategy to monitor his own pace and progress of assignment completion.

Here is another goal: _Paula will demonstrate writing in a variety of formats and genres._

For this goal, the EP team might write the following objectives:

- Paula will write poems using a variety of devices, including rhyme, metaphor, simile, alliteration, and personification.
- Paula will write an autobiography and a biography.
- Paula will write a piece of short fiction in the fantasy, comedy, or mystery genre.

You will want to be sure that all the important steps in mastering the goals are listed as benchmarks or objectives. However, the EP is not a daily lesson plan. The benchmarks or objectives should not be so small that your child may finish them in a day or two.

4. DESCRIPTION OF HOW YOUR CHILD'S PROGRESS WILL BE MEASURED AND HOW YOU WILL BE INFORMED OF YOUR CHILD'S PROGRESS

Throughout the year, you and the school will want to keep track of how well your child is doing. The EP must describe how your child's progress toward his or her goals will be measured and how you will be regularly informed of that progress. Reports of your child's progress will indicate the likelihood that your child will be able to achieve his or her EP goals.

5. GIFTED EDUCATION SERVICES

Here are some examples of services that might be listed on this part of the EP:

- *Accelerated* instruction involves presenting knowledge and skills earlier or at a faster pace than it is presented to most students. Methods of acceleration include
  - *curriculum compacting*—assessing what the student already knows and only teaching the parts of the curriculum that the student does not already know
  - independent study
  - skipping a single subject
  - skipping an entire grade
  - enrolling in college courses while still in high school.

- *Enrichment* instruction involves presenting knowledge and skills with more depth, breadth, complexity, or abstractness. Methods of enrichment include
  - *tiered lessons*—lessons that address a common core of content with varying degrees of difficulty
  - problem-based learning—presenting complex problems for students to solve by using a variety of skills and resources
  - service learning, in which students provide community service while applying academic knowledge and skills to real-life situations
  - independent study.

You will want to be sure that each service you and the school have agreed on is listed in the EP.

6. INITIATION, DURATION, FREQUENCY, AND LOCATION OF SERVICES

The EP will tell when, where, and for how long your child will receive each ESE service, accommodation or modification, or support. It may also list the title of the person who will make sure that your child receives each service. The general classroom teacher may provide the services to your child or an ESE teacher may visit the classroom to work with your child. Alternatively, your child may leave the general classroom several times each week to work with an ESE teacher in a resource class, may spend most of the school day in a special ESE class, or may go to a special center one day a week.

When you and the rest of the team decide when and where your child will receive services, you are also deciding your child's *placement.* (See page 16.) Here are the types of placement information the EP includes:

- *Initiation date* is the date the service will begin.
- *Duration* is the length of time your child is expected to need the service (e.g., one semester, regular school year, extended school year).
- *Frequency* is how often your child will receive or use the service (for example, every day, once a week, or once a month).
- *Location* is where the service will be provided or used (such as in a general classroom, in an ESE resource room, or in the community).

OTHER INFORMATION THAT MAY BE ON THE EP

Each of the types of information described above **must** be included in your child's EP. Some school districts have added other parts to the EP to make it more useful. Here are some things that can be added.

- Signatures—After the EP is written, the people who helped write it will probably be asked to sign their names. Signing the EP does not mean you agree with it; it just means you attended the meeting. If you do not agree with the EP, you may want to write that on the EP.
- Information on parent participation—Describes what the school has done to notify you about EP meetings and help you to participate.
- Child's and/or parent's language—Tells the school what language is spoken by your family.
- Health/medical information—Describes any special health or medical problems your child has.
- Overall goals and objectives of the school's gifted program.

INFORMATION NEEDED TO WRITE AN EP

*You will want to share
things that worked well
and things that did not
seem to help...*

As you can see, a lot of work goes into writing an EP. You and the school will need to gather information about your child before you sit down together to write the EP. Helpful information is found in many kinds of reports and records. You will want to look at as many of the following records as possible before going to the EP meeting:

- ☐ *referral* information
- ☐ evaluation reports
- ☐ observation reports from parents, teachers, and others
- ☐ school progress reports.

You will be asked to tell what your child does at home. Be ready to discuss your child's interests, and how your child learns best. There are many things that only *you* know about your child. This information will be helpful in writing the EP.

You will also want to tell the rest of the EP team which services are working well for your child— and what you think needs to be done differently. Ask about new services you think your child needs. You and your child's teachers may have tried many different ways of helping your child learn. You will want to share things that worked well and things that did not seem to help. Things that work well with your child should be part of your child's EP.

You and the school staff may also want to look at descriptions of the services your child will be getting. It may also be helpful to look at the teacher's guide or directions that come with learning materials that may be used with your child, if they are available.

EP MEETINGS

The meeting will be held before your child begins receiving any ESE services.

The EP must be written at an **EP meeting.** The first EP meeting will be held before your child begins receiving any ESE services. The following people should be present at the meeting to write your child's first EP:

- a **person from the school system** who can make sure that your child gets the services listed on the EP
- a **teacher of a gifted class** your child *may* be in
- a **general education teacher,** if your child is or may be participating in the general education environment
- someone who understands and can explain the evaluation that was done for your child (this may be one of the people listed above)
- **you**—both parents, if possible.

Other people may be at the EP meeting, such as

- a friend, relative, or other person you have asked to attend because you feel that person has special knowledge of your child
- other people, asked by the school, who know your child (such as the principal or guidance counselor)
- your child, whatever his or her age, if you feel your child can help to make decisions about his or her own education
- others who have worked with your child in the past.

The people who work together to write your child's EP are called the EP team. You are part of the EP team.

It may be helpful to have your child at the EP meeting. Children can often tell us important things about how they learn, what their needs are, and what interests they have. You will need to decide whether to ask your child to come to the meeting. If your child is able to understand what is going on and share some of his or her own ideas, your child should be there.

BEFORE THE MEETING

The school must notify you before each EP meeting. The written invitation you receive serves as your _notice_, and will

- be written or explained to you in your own language
- give you a day, time, and place for the meeting
- tell you the reason for the meeting
- tell who will be at the meeting
- let you know that you may invite anyone to the meeting who knows about your child.

The school will also give you a copy of the procedural safeguards, which explains your rights as the parent of a child who is gifted.

Because it is important that parents help to write the EP, the school will make sure that you know about the meeting. The school must send you an invitation. The school staff may also call you, send electronic mail, or try in other ways to encourage you to come to the meeting.

The day, time, and place for the meeting should be _mutually agreeable_. In other words, the time and place should be good for you and for the school staff. If you get a notice about an EP meeting that you cannot attend, call the school right away. The school staff will try to set up a different day, time, or place. However, the meeting will usually be held during the school day.

If you cannot go to a meeting, ask the school if there is some other way you can give information and share ideas. In many cases, schools will be able to set up telephone calls, a home visit, or some other way of getting your help. If you choose not to help with the EP, the school may go ahead without you. You still have the right to disagree with the EP the school has written for your child. You may also disagree with your child's placement. However, if you help write the EP, it is more likely that you and the school will be able to agree.

It is very important that you and the other EP team members be able to understand each other. There should be an interpreter at the meeting if you do not speak English, or if you use sign language. Let the school staff know what you need. They will get an interpreter for you. You may bring someone you know to interpret for you, if you wish.

Here are some things you can do to get ready for the EP meeting:

- Watch your child at home. Make notes on the Observation Guide on pages 102 and 103. This will help you plan what you want to say at the meeting.
- Visit your child's class and watch your child work. (Call the school first.)
- Read over all the records you have kept. You may want to take them along with you to the meeting.

- Ask to look at the records the school has kept. (See **chapter 3.**)
- Talk with other people who have worked with your child, such as doctors, baby-sitters, relatives, or child care staff.
- Ask for information about the EP form and the EP meeting.

See pages 102 and 103.

DURING THE MEETING

Feel free to make suggestions and
ask questions at any time during the
meeting. You are part of the team...

There will usually be one person who acts as team leader. This person will remind everyone of the purpose of the meeting. The team leader may also set a time when the meeting will end. To begin the meeting, each person should tell who he or she is and what he or she does. If this does not happen, ask for this information.

There is no one best way to write an EP. Usually the team will share basic information such as your child's age, grade and current class, and referral information. Then most EP teams like to discuss the results of the individual evaluation. At this point, the discussion can go in any one of several directions. The important thing to remember is that each of the kinds of information listed on page 26 must be discussed and written into the EP during the meeting.

Present levels of performance, goals, benchmarks or objectives, services, and measurement of progress toward goals are all related. These parts of the EP are usually discussed together.

Initiation, duration, frequency, and location of services are closely related. These items, along with the names of the people who will set up the services, are usually discussed during the same part of the meeting. These decisions determine your child's placement. After everything else is complete, each team member may be asked to sign the EP.

You should feel free to make suggestions and ask questions at any time during the meeting. You are part of the team.

Here are some other things to keep in mind during the meeting.

- The EP must actually be written *during* the EP meeting. However, team members may bring notes for discussion purposes.
- Each team member has something to share and should have a chance to say what he or she thinks.

- You are free to disagree with any part of the EP. If you disagree, try to do so in a helpful way—make suggestions instead of getting angry or upset.
- If team members cannot agree on one part of the EP, go on to other parts—you can come back to the problem area later.
- If the team needs more time to complete the EP, there can be more than one meeting.
- When you sign the EP, it does not mean you agree with the EP. It means you were at the meeting. (If you do not agree with the EP, you may want to write that on the EP.)
- The school will give you a free copy of the EP.

> **See pages 104 and 105.**

AFTER THE MEETING

*You will want to help your
child get ready for the new
services...*

After the first EP is written, the school staff will ask you to give informed written consent for placement. If you and the school have not been able to agree on parts of the EP, there are several things you may do:

- Ask for another EP meeting.
- Ask for additional evaluations.
- Talk with the school principal or the *ESE administrator* in your school board office.
- Ask someone outside the school to help you—a friend, other parents, a parents' group.

If these things do not work and there are still problems with the EP, you or the school may ask for a *due process hearing*. (See page 55.)

After the *first* EP is written and you have given your written consent for placement, the school will begin the services. The EP will list the date when each service is expected to begin. You may want to check to be sure that all the plans are being carried out.

You will want to help your child get ready for the new services. Talk with your child about the services. If your child will be receiving services from a different teacher or in a different classroom or school, you may want to take your child to meet the new teacher or see the new room. (Call the school first.) You will want to help make sure your child feels good about the new services.

BEGINNING
SPECIAL
SERVICES

*You will need to stay
in touch with people
at the school to know
exactly when the
services will begin...*

After an EP has been written, the special services must begin on the date the EP team has agreed on. The school may need a little time to get ready.

- Teachers will want to plan for your child.
- The school may need to change schedules or get special materials ready.
- Sometimes the school will need to make arrangements for special transportation.

These things should not take more than a few days. Stay in touch with people at the school to know exactly when the services will begin. If things seem to be taking too long, talk with the school principal or the ESE administrator in your school board office.

After your child has started the new services, you will want to watch his or her progress and continue your involvement. Here are some ways you can do this.

- Ask the teachers to send you notes about how your child is doing.
- Keep in touch with the teachers—find out what you can do at home to help your child.
- Visit your child's class. (Call the school first.)
- Let your child know that you are interested in his or her school work.

Problems do come up sometimes. Your child may not do as well as you and the school staff had hoped. Work with the teachers to solve the problems. They will want your help and will welcome your interest. If you need more help, speak to the principal or other administrator at the school. Most of the time, you and the school together will be able to make the EP work. If you have tried everything you know to do and still have not been able to solve the problems, here's what you can do:

- Ask for changes in the EP. (See EP Review Meeting, page 40.)
- Ask for another individual evaluation. (See **chapter 3**.)
- Write your concerns in a note or letter to the ESE administrator in your school board office.
- Ask for a *due process hearing*. (See page 55.)
- File a *complaint* with the Florida Department of Education. (See page 60.)

See pages 106 & 107.

EP REVIEW MEETING

You and the school should agree about the changes made in the EP at the time of the review...

The school must hold an EP meeting at least once every three years or at transition times to review your child's progress and to develop a new EP. Your child's services and placement will also be reviewed at this meeting.

The EP team will review your child's current EP and discuss questions such as these:

- What progress has your child made?
- What additional services are needed for your child to be successful and make progress?
- Which goals has your child mastered? Which goals need to be changed? Which goals can be added?
- Do the services or supports need to be changed?
- Does your child's placement need to be changed?
- Is there a need for more evaluations?
- Does your child still need ESE services?

The process for developing a new EP is much like the process for developing the first EP. One difference is that after the first EP was written, the school asked for your written consent for placement. You will not be asked to give your written consent for placement after later EP meetings, even if your child's placement changes.

Although EP meetings must be held at least once every three years or at transition times, they may be held more often. For example, an EP meeting must be held any time you or the school wants to change your child's services or placement. Anyone who sees a need may ask for a review meeting at any time. Here are some reasons you might ask for a review meeting:

- Your child is not making as much progress as expected.
- Your child is making more progress than expected.
- Your child needs services for more time or less time.

•❑ Your child's needs have changed.

•❑ New information about your child is available that could impact the EP.

If you wish to ask for an EP meeting, you may want to write to the school to explain why a meeting is needed. The school must hold an EP meeting if you ask for one. If your request is turned down, the school district must tell you why in writing and tell you how to get a copy of your procedural safeguards. If you cannot resolve your disagreement with the school, you may ask for a due process hearing. (See **chapter 3.**)

You will want to prepare for any EP review meeting in the same way you prepared for the first EP meeting. Look at your own records and the school's records again. You may want to visit your child's classes and talk with the teachers. (Call the school first.) Check over your Observation Guide on pages 102 and 103. Make notes about anything that has changed. Make a list of things you want to say or suggestions you have for changing the EP. You and your child's teachers may want to share information and discuss ideas before the EP meeting, as well.

> **See pages 102 & 103, and page 108.**

HOW PARENTS
CAN HELP

*Because you know your
child better than anyone
does, it is important that
you help the school
to meet your child's needs...*

The laws and rules about educating children who are gifted are meant to help make sure your child gets special services that will meet his or her learning needs. But laws and rules are not enough. The best services, the best EP, and the best efforts of the school staff are not enough. Parents must do their part so that the services listed on the EP will have a chance to work. Because you know your child better than anyone else, it is important that you help the school to meet your child's needs.

Here are some of the things the school expects of you.

- If you have promised to go to a meeting, be there on time or let the school know that your plans have changed.
- Come to meetings prepared to discuss your child's strengths and needs.
- Share your ideas and information when you are at a meeting. Ask questions when you don't understand.
- Listen carefully to others—keep an open mind.
- If you disagree, do so in a helpful way—be able to explain why you disagree. Make alternative suggestions.
- Read the letters and notices you get from the school.
- Think carefully about the decisions you are asked to make.
- Do the things that you have agreed to do, or let the school know you can't.

There are things that can be done only by you at home. It is sometimes a good idea to put these things into the EP. This helps everyone know who is going to do what. If you have agreed to do something as part of your child's EP, you will want to keep in touch with the school. Let them know how things are going and whether your part of the EP is working.

There are other things you will want to do, even if they are not written into the EP:

- Show your child you are interested in his or her school work.

- Send your child to school on time every day.
- Make sure your child has the things he or she needs for school—pencils and notebook, for example.
- Read with your child every day.
- Make sure your child gets enough sleep at night.
- Make sure your child eats nutritious meals.
- Keep in touch with your child's teachers and ask about your child's progress.
- Go to parent education meetings whenever you can.

As you work with your child's school, you will find many other things that you can do to help.

FINAL COMMENT

The EP is one of the most important tools that schools and parents have to help them work together. The EP will only be as good as the effort that is put into it. If you take the time to prepare for and go to the meetings, it will pay off for your child. The school will welcome your interest and participation.

NOTES

Use these pages to list questions or topics you want to discuss at meetings or visits.

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3.
SOLVING PROBLEMS

WHAT ARE PROCEDURAL SAFEGUARDS

*Procedural safeguards
give parents and schools
a set of rules to help
them work together...*

This chapter will help you understand the rights and responsibilities that go along with *exceptional student education (ESE)* for students who are gifted. Florida law says that as the parent of a child who is gifted, you have certain *procedural safeguards*. These are rules about what procedures the school (and parents) must use in making decisions about a child's ESE gifted services.

The procedural safeguards can be hard to understand—even for attorneys and judges. Along with reading this chapter, you may want some training or other help. The ESE administrator in your local school district office will be happy to tell you where you can get help or training.

Procedural safeguards are designed to make the ESE process fair for you and the school and to help make sure your child receives a free appropriate public education. Procedural safeguards give parents and schools a set of rules to help them work together. The procedural safeguards also give parents and schools ways to solve problems and settle disagreements.

Procedural safeguards were put into the laws and rules to help parents and schools. If you have good reason to believe that your child has not been treated fairly, you should make use of your rights, including your right to a *due process hearing*. There are people who will help you do this. Many of the groups listed in **chapter 4** will be able to work with you.

The procedural safeguards give responsibilities to both schools and parents. The procedural safeguards are not concerned with what is easy for schools or for parents. They are concerned with what is best for the student.

If you have read **chapter 1**, you already know that you and your child who is gifted have many rights, such as the rights to

- a *free appropriate public education*
- a complete, fair individual *evaluation*

- an _educational plan (EP)_
- a regular review of student progress.

The procedural safeguards also give you, your child, and the school specific rights during each part of the ESE process that was described in **chapter 1**. These rights are explained in the section that begins on page 60. If you would like to know more, you can obtain the documents listed below from the Clearinghouse Information Center (CIC) at the address listed on the inside front cover of this booklet.

READING MATERIALS

- **"Summary of Procedural Safeguards for Students Who Are Gifted"**—A booklet that explains the rights given to students who are gifted. (Request CIC item number 310581.)
- _Volume I-B: Florida Statutes and State Board of Education Rules_—Contains the text of Florida's laws and rules related to the education of students with exceptionalities. (Request CIC item number 302079.)
- _Special Programs and Procedures for Exceptional Students_—Each local school district has its own set. (Request this from your local school district.)

KINDS OF PROCEDURAL SAFEGUARDS

You have the right to help make certain decisions about your child's education...

There are three kinds of procedural safeguards that will be especially important to you and your child who is gifted:

- the right to have written notice
- the right to participate
- the right to give or not give consent.

You will have the opportunity to use these rights at various times during your child's education.

THE RIGHT TO HAVE WRITTEN NOTICE

Written *notice—A written communication from the school to the parents describing an action the school plans to take that will affect their child's education.*

There are many times when the school must give you a written notice. This notice may tell you what the school plans to do for your child, or it may tell you about meetings that will be held or decisions that have been made. The school staff must send you a written notice any time they propose to (or refuse to) begin or change your child's *identification*, evaluation, educational services, or *placement*. You will get a notice from the school when

- the school has agreed to, or turned down, a request you have made
- the school wants to individually evaluate your child
- the school district staff have decided, at an *eligibility staffing* meeting, that your child is or is not *eligible* for ESE
- the EP team has decided to change your child's services or placement
- the EP team has decided to dismiss your child from ESE.

The notice must

- be written in a way that is easy for you to understand
- tell you what the school plans to do (or refuses to do)
- tell you why the school plans to take or refuses to take the action
- explain any other options the school considered and why they were rejected
- describe any evaluation procedure, test, record, report, or other factor the school used to make the decision
- tell you how you can get a copy of the procedural safeguards
- tell you what to do if you do not agree with what the school plans to do
- be sent in plenty of time for you to make your own plans
- tell you who to call if you do not understand the notice.

If you understand and agree with what is in the notice, there is very little you need to do. Keep the notice in your file. Plan to go to any meeting you have been asked to attend. If you do not understand the notice, call the school right away. Someone there will explain what the notice means. If you do not agree with what the school district proposes or refuses to do, there are many things you can do.

- First, contact the person named in the notice.
- Then, talk with the principal.
- Next, ask for a meeting, such as another eligibility staffing or *EP meeting*.
- Then, call the *ESE administrator* in your local school district office.
- You may need to write a letter to explain your point of view. (See the sample letter on page 89.)
- Finally, if you and the school still cannot agree, you can ask for a due process hearing. (See page 55.)

THE RIGHT TO PARTICIPATE

Participation—*The act of sharing, joining, or working with others to make decisions or complete a task (such as writing an EP).*

You have the right to help make certain decisions about your child's education. The school must ask you to participate whenever there is a meeting related to the services and placement of your child or to the provision of a free appropriate public education to your child. The school will ask you to participate in any meeting to

- write or review your child's EP
- make decisions about your child's placement or services.

The school may also ask you to participate in

- the evaluation of your child
- parent education meetings
- meetings with teachers or other school staff members.

Sometimes, *you* may ask the school to set up a meeting. No matter who asks for the meeting, when you participate, you make it easier for the school to serve your child. When you participate you will want to

- share information about your child and your child's needs
- listen to and think about what other people are saying
- ask questions
- keep notes or records about the meetings
- share your ideas about what can be done to help your child
- make sure you understand what is going to happen next.

Meetings should be held in your own language. If you use sign language, an interpreter should be provided. Be sure to let the school know before the meeting if you need an interpreter. You may bring someone to interpret, if you wish.

Whenever you are asked to participate, you will want to prepare. You will want to read over your own records. You may want to study parts of this book. You can visit your child's class and talk to your child's teachers. (Call the school first.) Make notes about things you want to say or questions you want to ask. Take them along with you to the meeting. You may also want to take someone with you to the meeting—such as a friend, relative, or other person who has knowledge of your child and can help you.

THE RIGHT TO GIVE OR NOT GIVE CONSENT

Consent—Parents' agreement to let the school take an action that affects their child's education.

For some actions, the school staff only have to let you know what they have decided to do or not do (give you notice). If you disagree with the decision and cannot work the problem out with the school, you may ask for a due process hearing (see page 55) in order to stop the school from taking or refusing to take that action. However, school staff must have your informed written consent before they take the following actions:

- do an individual evaluation of your child
- place your child and provide ESE services for the first time.

When you give your consent it means you agree to let the school staff *do* something for your child. You will be asked to sign a form that says you agree to what the school is planning. Sometimes consent is called "permission."

When you are asked to give your informed written consent, the school staff must

- explain what they want to do, in your own language or in a way that you understand
- tell you that you have the right to say "No"—that you do not have to give your consent if you don't agree
- tell you that you have the right to change your mind at any time *before* the activity occurs—even after you have signed a form
- give you a copy of your procedural safeguards, if they are asking for your consent for your child to be individually evaluated.

You will want to think very carefully about whether to give your consent. After all, you are making very important decisions about your child's education. You will also want to remember that if you decide not to give consent, or if you change your mind after signing the form, the school may ask for a due process hearing. (See page 55.)

You have several choices when the school asks for your informed written consent.

- You may agree and sign the form.
- You may ask for more information.
- You may ask for time to think about what is best for your child. You may want to talk with other parents or friends or ask for advice from someone outside the school. (The school staff will usually give you more time if you ask for it.)
- You may ask the school staff to change parts of what they are planning. They will either make the change or decide that they can't make the change. If the school staff refuses to make the change, they will let you know in writing.
- You may decide not to give consent. Be sure that the school staff understand your reasons for this decision. (The school staff may try to help your child in another way, or they may ask for a due process hearing. The school staff will ask for a due process hearing only if they believe it is best for your child.)

Most of the time you and the school staff will be able to work together to make changes and agree on what will be done.

Remember, for *some* actions, the school must give you a written notice but does not need your consent. However, the school staff should ask for your input. Here are some things the school *can* do without your consent:

- hold an eligibility staffing or an EP meeting (You must be invited to participate in EP meetings.)
- change your child's placement or services. (Any change in placement must be based on the decision of the EP team, of which you are a member. You must be given notice of a change.)

STEPS IN SOLVING PROBLEMS

Due process hearings and formal complaints have the same purpose—to solve problems...

From time to time you and the school staff may disagree about what is fair or best for your child. Some problems can be solved quickly. Others will take more time and effort.

The first step in solving a problem is to make sure that everyone understands the problem. Asking for a meeting is often the best thing to do when you don't understand something or think the school doesn't understand you. Knowing whom to talk to is very important. Many times talking to the right person will help. *Be sure to give that person enough time to research the question or try to solve the problem before you contact the next person.*

If the problem has to do with something in the classroom, take these steps:

- First, talk to your child's teacher.
- Then, talk to the principal of the school.
- Next, call the ESE administrator in your local school district office.

If the problem has to do with finding appropriate services for your child, evaluation, or eligibility, take these steps:

- First, talk to the guidance counselor or principal of the school.
- Then, contact the person in charge of evaluations or eligibility staffings in your local school district office.
- Next, call the ESE administrator in your local school district office.
- Then, contact the superintendent of your school district.

If the problem has to do with the EP or changing your child's services or placement, take these steps:

- First, talk with your child's teacher.
- Next, talk with the principal of the school.

- Then, ask for an EP meeting.
- Next, contact the ESE administrator in the local school district office.
- Then, contact the superintendent of the school district.

If other problems come up, find out who has the power to make decisions about those problems and talk to that person. Taking a complaint to someone who cannot make decisions is a waste of time for both you and your child.

If talking to people and attending meetings do not solve the problems, here are other steps you can take:

- If your child's evaluation or service has not begun yet, you may revoke (take back) your consent to it.
- You may ask for another evaluation. (See the sample letter on page 87.)
- You may pay to have your child privately evaluated. Then you can ask for another eligibility staffing meeting. The team will consider the information you have provided.

It usually helps to take these actions in writing. Be sure to give your reasons and to ask for a written answer.

If you and the school district are still not able to solve the problem, you may decide to take one of these steps, depending on the type of problem:

- If you and the school district cannot resolve a disagreement about your child's evaluation, eligibility, placement, services, or EP, you or the school district may ask for a due process hearing. (See page 55.)
- If you believe that the school district has violated a *law* related to the education of children who are gifted, you may file a formal *complaint* (See page 60.)

Due process hearings and formal complaints have the same purpose—to solve problems. They are not designed to punish the school or anyone else. They are designed to ensure that children who are gifted receive a free appropriate public education.

DUE PROCESS
HEARING

*A hearing should be held
only when there is no other
way for you and the school
to agree...*

The right to a due process hearing is given to parents and school districts as a way of helping them resolve disagreements about a child's evaluation, eligibility, placement, educational services, or EP. The due process hearing is a meeting. It is run by a person called an *administrative law judge*. The administrative law judge does not work for the local school system. The administrative law judge cannot know the student or be a friend or relative of the family. At the hearing, the administrative law judge will

- listen to you tell what you want and why
- look at the school district's records and your records
- listen to people from the school district explain their point of view
- ask questions

After the hearing, the administrative law judge will make decisions based on the laws and rules—and based on what seems best for your child.

The due process hearing is not a trial or court. However, as in court, certain rules apply:

- You have the right to have a lawyer or other person to help you.
- A lawyer will represent the school district.
- You and the school district may have *witnesses* to help explain things to the administrative law judge.
- You and the school district may show *evidence* to the administrative law judge.

It can take a lot of time and work to hold a due process hearing. It can also be very hard to follow all the rules for a hearing. A hearing should only be held when there is no other way for you and the school district to solve your disagreement.

It may take up to calendar 45 days from the time you ask for a hearing to actually have the hearing and get a decision from the administrative law judge. During this time, your child will stay in his or her present placement, if he or she is in school. This is called your child's *stay put placement*. Of course, you and the school district can agree to make a change

if you both feel it is a good idea. Otherwise, no change can be made until after the administrative law judge has made a decision. If your child is not already in school, the school district must offer your child a placement until the administrative law judge makes a decision.

While you are waiting for the hearing, you can try to work things out in other ways. You can use some of the ideas for **solving problems** on page 53.

BEFORE THE HEARING

If you ask for a hearing, you will need to fill out a request for due process hearing form. (See the sample form on page 91.) Call the ESE administrator in your local school district office before you send in the form. Let him or her know what you plan to do. If the school district staff are asking for the hearing, they will send you a written notice. In either case, there are many things you will need to do to get ready for the hearing.

Decide about Getting Help

Because it is important that you know how to present your case at the hearing, you will probably want to have someone help you get ready. You will also probably want someone to go to the hearing with you. There are many places to get help.

- The school district will give you a list of places to get free or low-cost legal services. Ask for this list.
- Many of the groups listed in the Directory that begins on page 81 will help you to get ready for a hearing. (Sometimes people from these groups are called "advocates.")
- Check with a local college or university. Sometimes a professor in the special education department will be able to help you.

You do not have to have a lawyer or other advisor, but many times it will be helpful. The school district staff will have a lawyer to help them.

Check Time, Place, and Other Details

The time and place for the hearing must be set so that you can be there. You will decide whether your child should be at the hearing. You will also be asked to decide whether the hearing should be open or closed to the public.

Collect Evidence

At the hearing, you will try to prove to the administrative law judge that you are right. The school district staff will try to prove they are right. You will need evidence to show to the administrative law judge.

Evidence is material that helps to explain your point of view. Here are some types of evidence:

- evaluation reports
- samples of your child's work
- records
- pictures
- letters
- tape recordings
- notes

The evidence can come from your Parents' Record file, from the school, or from a place such as a doctor's office or day care center. You must show all your evidence to the school district at least five days before the hearing. If you do not do this, you cannot show the evidence to the administrative law judge. The school district staff must show you all their evidence five days before the hearing. If they do not do this, they cannot show their evidence to the administrative law judge.

Get Witnesses

You will want to have other people help explain your point of view to the administrative law judge. Witnesses can be

- friends or relatives
- experts—people with special training in ESE
- people from the school
- people from outside the school who have worked with your child

You will want to remember these rules about witnesses:

- You and the school district staff must give each other a list of your witnesses at least five days before the hearing.
- You should have a witness to talk about each piece of evidence you plan to use. For example, if you use an evaluation report as evidence, the person who wrote the report should be a witness at the hearing.
- If someone refuses to be a witness for you, the administrative law judge can make that person come to the hearing.

DURING THE HEARING

The administrative law judge will run the hearing. There are several ways to do this. However, these things will happen in every hearing.

- You and the school district staff will be asked to explain the problem and what you want to happen.
- You will explain your point of view, ask your witnesses questions, and show your evidence.
- The school district staff will explain their point of view, ask their witnesses questions, and show their evidence.
- You will ask questions of the school district's witnesses.
- The school will ask questions of your witnesses.
- The administrative law judge may ask questions of anybody and look at the evidence.
- You and the school district will get another chance to explain your point of view.

If you think that anything about the hearing is unfair, tell the administrative law judge right away.

AFTER THE HEARING

The administrative law judge will not make the decision during the hearing. You and the school district will have to wait to get a written decision. The decision should come to you no later than calendar 45 days after you first asked for the hearing. The administrative law judge's written report will

- list the facts—the things he or she found to be true
- give the reasons for his or her decisions—the laws or rules that he or she used
- state the decisions he or she has made to solve the problem

Both you and the school district will get free written copies of this report. If you prefer, you may ask for a free taped version of the report. You also may ask for a free written or taped, word-for-word record of the hearing.

If you do not agree with the administrative law judge's decision, or if you feel the hearing was unfair, you have the right to go to court. You have several choices:

- You may file an appeal and request a trial in state circuit court. (You must file a written notice within 30 days of the time you get a copy of the administrative law judge's decision.)
- You may request that the decision be reviewed by the state district court of appeal.

Before filing an appeal, you should get legal help.

Note: School districts are also allowed to file appeals.

See pages 114 & 115.

FORMAL WRITTEN COMPLAINT

*Parents may also try to
solve problems by filing a
formal complaint...*

Due process hearings are designed to help parents and schools solve *disagreements* about a child's evaluation, eligibility, placement, or services. (See page 55.) In contrast, if you believe the school district has *violated the requirements of state law* relating to the education of students who are gifted, you may file a formal **complaint** with the Florida Department of Education (DOE). (See the sample letter on page 93.) You will probably want to call **DOE at 850-245-0475** for more information before filing a complaint.

DOE staff will encourage you to try other ways to solve the problem. However, if you decide to file a formal written complaint, your complaint must

- describe how the school district has violated a requirement of law
- explain the facts of the situation as you understand them
- be about a violation of law that occurred not more than one year before you filed the complaint.

During the complaint process, DOE will ask you to explain your complaint over the phone or in writing. DOE will investigate to find out if the school district has broken the law. Someone from DOE may visit the school. Within 90 calendar days after the date of your complaint, DOE will issue a written decision. The decision will

- list the facts—the things DOE found to be true
- give the reasons for DOE's decisions—the laws or rules used
- state the decisions DOE has made to solve the problem

If there is also a due process hearing about the issues, the issues will be decided through the due process hearing, not the complaint process. If the issues have already been decided through a due process hearing, the decision will not be reconsidered through the complaint process.

See pages 116 & 117.

PLANNING YOUR CHILD'S EDUCATION— PROCEDURAL SAFEGUARDS

The process of planning your child's education was described in **chapter 1**. You and your child have specific procedural safeguards at each step. On the following pages, questions about your procedural safeguards are answered. If you have questions about the process, read **chapter 1** again or ask someone to help you.

1: REFERRAL FOR INDIVIDUAL EVALUATION

A teacher, parent, or other person asks for a child to be given an individual evaluation.

How can parents participate?
- If your child's needs are not being met, you may talk to the teacher or other school staff about getting help for your child, such as academic or behavioral interventions.
- You may refer your child for an individual evaluation. (See the sample letter on page 87.)
- You may ask for a meeting about the *referral.*

What can parents do if there are problems?
- Talk with your child's teacher or the principal.
- Contact the ESE administrator in your local school district office.
- Write a letter. (See the sample letter on page 89.)

Who can ask for a due process hearing?
- You, if the school does not act on your request for an individual evaluation.

2: INDIVIDUAL EVALUATION

Information about a child's strengths and learning needs is collected. The information will be used in the next step, determining eligibility for ESE gifted services.

Must the school give parents written notice?
- Yes, if the school plans to do an individual evaluation.
- Yes, if the school turns down your request for an individual evaluation.

Does the school need a parent's informed written consent for individual evaluation?
- Yes. Even if you asked for the evaluation, the school will ask you to sign a consent form. You may refuse to consent. (However, if you do not respond at all to the notice asking for your consent, the school may do the evaluation anyway.)

How can parents participate?
- Ask someone at the school to explain what is planned for the evaluation.
- You may be asked to take your child to the evaluation or to stay with your child during the evaluation.
- You can give helpful information to the people who are doing the evaluation.

What can parents do if there are problems?
- Ask to talk with the people who will do, or have done, the evaluation.
- Discuss the evaluation with someone from your local school district office.
- You can revoke (take back) your consent before the evaluation takes place.
- You can have your child privately evaluated at your expense.

Who can ask for a due process hearing?
- You, if you are not satisfied with any part of the evaluation.
- You, if the school district will not do an evaluation that you asked for.
- The school district, if you decide not to give consent for an evaluation.

3: ELIGIBILITY DETERMINATION

A team of school staff determines if a child is eligible for ESE gifted services.

Does the school need parents' consent to hold an eligibility staffing meeting?
- No.

Must parents be invited to the eligibility staffing meeting?
- No. However, it is best practice to invite parents to meetings at which their child's identification, evaluation, or placement is discussed.

Will the school give parents written notice of the results of the meeting?
- Yes. The school must tell you what decisions were made at the eligibility staffing meeting, and why. This includes telling you what special programs, if any, your child is eligible for.

What can parents do if there are problems?
- Ask for a meeting so you can get more information or state your point of view.
- Contact the principal.
- Contact the ESE administrator in your local school district office.
- You can have your child privately evaluated at your expense.

Who can ask for a due process hearing?
- You, if the school district says your child is not eligible for ESE gifted services but you disagree.

4: DEVELOPMENT OF THE FIRST EP

A team writes a plan that describes the learning needs of a child with a disability, the ESE services the child will receive, and the child's proposed placement.

Must parents be invited to the EP meeting?
- Yes. One invitation to the meeting must be in writing; a second invitation may be given by telephone, by electronic mail, or in person.

Does the school need parents' consent to hold the EP meeting?
- No. If you choose not to attend the EP meeting, the rest of the team may go ahead and write the EP without you.

How can parents participate?
- You will want to go to the meeting and help write the EP. If the school staff suggests a meeting time that is not good for you, ask for a different time.
- If it is impossible for you to go to the EP meeting, work with the school through telephone calls, electronic mail, or other methods.

What can parents do if there are problems?
- Ask for another EP meeting. (See the sample letter on page 88.)
- Ask someone from outside the school to help you at the EP meeting.
- Contact the ESE administrator in your local school district office.

Who can ask for a due process hearing?
- You or the school district, if you cannot agree on the services, placement, or other parts of the EP.

STEP 5: CONSENT FOR PLACEMENT; SERVICES BEGIN

Parents give permission for ESE services to be provided, then services begin.

Does the school need parents' consent for the child's first placement?
- Yes, the school **does need** your informed written consent for your child's **first** ESE placement. ESE services cannot begin until you give your signed consent for place-ment or until an administrative law judge decides through a due process hearing that your child should receive services.
- The school **does not** need your consent to *change* your child's services or place-ment after your child's first ESE placement. However, the school must invite you to any meeting at which such a change will be discussed. The school must also give you notice of such a change.

How can parents participate?
- Visit the classroom. (Call first.)
- Keep in touch with the teachers.
- Help your child at home—ask the teachers how you can do this.
- Let the school know what your child is doing at home.

What can parents do if there are problems?
- Talk to the teacher.
- Talk to the principal.
- Visit the classroom. (Call first.)
- Read the EP again to see if it is being carried out the way it was written.

- Ask for another EP meeting to talk about making changes in your child's services or placement, or in other parts of the EP. (See the sample letter on page 88.)
- Contact the ESE administrator in your local school district office.

Who can ask for a due process hearing?
- You, if you have good reason to believe your child is not getting the services listed on the EP.
- You, if you believe your child should be getting more, or different, services than those already on the EP and the school district disagrees with you.
- The school district, if you decide not to give your consent for ESE services but the school district feels your child needs services.

6: DEVELOPMENT OF NEW EP; EP REVIEW

An EP meeting is held at least every three years or at transition times to talk about a child's services and placement and to write a new EP. However, an EP review meeting may be held before the time is up, if needed, to consider changing a child's services or placement. Changes in services or placement, including dismissal, can only be decided at an EP meeting.

Must parents be invited to the EP meeting?
- Yes. The school must ask you to go to all EP meetings. One invitation must be in writing, but another may be given by telephone or electronic mail, or in person.
- The school staff do not have to include you in informal conversations or in meetings about teaching methods, lesson plans, or service provision if those issues are not addressed in your child's EP. The school staff also do not have to include you in meetings at which they develop a proposal or a response to a proposal that will be discussed at a later meeting to which you will be invited.

Does the school need parents' consent to hold an EP meeting?
- No. If you choose not to attend the EP meeting, the rest of the team may go ahead and write the EP without you.

How can parents participate?
- You will want to go to the meeting and help write your child's new EP each year.
- You may ask for an EP review meeting any time you think changes are needed in your child's services, placement, or other parts of the EP.

Does the school need parents' consent to change a child's services or placement or to dismiss a child from ESE services?
- No, the school does not need your consent to change your child's services or placement after your child's first ESE placement.

Must the school give parents written notice of changes in a child's services or placement?
- Yes. The school will send you a written notice if the EP team decides to change your child's free appropriate public education, including changing your child's services or placement or dismissing your child from any or all of his or her ESE services.

What can parents do if there are problems?
- Ask for another EP meeting.
- Talk with the principal.
- Talk with the ESE administrator in your local school district office.
- Write a letter that explains what changes you want in the EP. (See the sample letter on page 88.)
- Write a letter asking the school to change the decision. (See the sample letter on page 89.)

Who can ask for a due process hearing?
- You, if the school district wants to make changes you do not agree with.
- You, if the school district refuses to make changes you have asked for.
- The school district, if there are disagreements that cannot be settled in any other way.

SCHOOL
RECORDS

*You have the right to see
and read any record the
school keeps on your child...*

Schools keep many written records about students. These records contain personal, private information about your child. The Family Educational Rights and Privacy Act (FERPA) and other laws give parents and students many rights related to school records. These rights include

- the right to see your child's records
- the right to have school records kept confidential
- the right to ask that school records be changed
- the right to have a hearing about school records

If you believe the school district has violated school records laws, you may file a complaint with the Family Policy Compliance Office of the United States Department of Education.

THE RIGHT TO SEE YOUR CHILD'S RECORDS

You have the right to see and read any record the school keeps on your child. You may also have someone else—a friend, relative, or advisor—look at the records if you wish.

- If you ask, the school staff must tell you what records they have on your child. They will also tell you where the records are kept.
- If you ask to see your child's records, the school must show you the records without unnecessary delay and before any meeting about an EP or a due process hearing. In any case, the school must show you the records within 30 calendar days of when you ask to see them.
- The school cannot destroy any records you ask to see before you see them.
- You may ask to have a copy of any record kept by the school. (There may be a small copying charge.)

Someone from the school will explain what is in the records and anything you don't understand.

THE RIGHT TO HAVE SCHOOL RECORDS KEPT CONFIDENTIAL

School records that have your child's name, birth date, address, or social security number—or your name—on them must be kept confidential. This means these records can only be shown or sent to certain people under certain conditions, such as

- people at the school or school district who have a good reason for seeing them
- other schools or colleges where your child seeks to enroll
- federal, state, or local education authorities
- organizations to which your child has applied for education financial aid
- organizations doing education research

Also, school districts may report crimes committed by juveniles to law enforcement authorities and under certain circumstances may transmit ESE and discipline records to law enforcement agencies.

The school staff will keep a list of who they show or send your child's records to. This list will include the name of the person, when the person used the records, and why the person needed the records. (Your name and the names of people who work at the school do not have to go on this list.) This list will be kept with your child's records, where you can see it.

If someone who is not authorized to see the records wants to see them, you will be asked to sign a consent form. This form will tell you

- who is to get the school records
- which school records they will get
- why they need the school records

Before deciding to sign or not sign the form, you may want to ask

- to see the records yourself
- to talk to the person who wants the records
- to discuss the records with someone at the school
- whether the records will be shown to the person or whether copies will be sent to the person to keep

THE RIGHT TO ASK THAT SCHOOL RECORDS BE CHANGED

If you see something in the school records that you feel is unfair to your child, you can ask that the records be changed. You should be able to tell why you think there is a problem with the record. You can ask to have something

- added to the record
- taken out of the record
- changed in the record

You should ask for any of these actions in writing. (See the sample letter on page 90.) The school staff will either do what you have asked or send you a letter telling you why they refuse to make the change. They will also tell you that you have a right to a hearing.

THE RIGHT TO HAVE A HEARING ABOUT SCHOOL RECORDS

You have the right to a hearing if the school refuses to make changes you have asked for in your child's records. This is not a due process hearing. Before asking for this kind of hearing, you will want to

- be sure that you fully understand what the records say—ask someone at the school or outside the school to go over the records with you
- talk to the school principal about the problem—make sure he or she understands what you want and why
- discuss the problem with the ESE administrator in your local school district office
- write a letter about what you want—and ask for a written answer

No matter what is decided at the hearing, you may put a note in your child's school record to explain your point of view. Then whenever the record is released, your note will be released with it.

See pages 112 & 113.

Note: The school is allowed to keep a permanent record with some information on your child without time limit. Once information that is *not* part of the permanent record is no longer needed to provide educational services to your child, the school staff must destroy it, if you ask them to. However, you will want to think carefully before having records destroyed. They may be needed later.

FINAL COMMENT

This chapter has described many of your rights as the parent of a child who is gifted. Some of these rights are difficult to understand. The school staff should explain these rights to you as they work with your child. Don't be afraid to ask questions. You may want to ask someone at the school to talk with you about the information in this chapter.

Chapter 4 tells how you can get more information about gifted education and about your rights.

NOTES

Use these pages to list questions or topics you want to discuss at meetings or visits.

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4.
RESOURCES

INTRODUCTION

*We hope that the
information in this
chapter will help you
to help your child...*

The information in this chapter adds to, or helps to explain, **chapters 1, 2,** and **3.** This chapter is divided into four parts:

- Parents' Dictionary (page 75) gives the meaning of all the underlined words in this book. These words are often used by schools to describe the exceptional student education (ESE) process and children who are gifted.
- Reading Materials for Parents (page 79) is a list of written materials that may help you.
- Where to Go for Help (page 81) lists some groups and agencies that can give you more information.
- Sample Letters (page 85) can help you take the actions described in **chapter 3.**

PARENTS' DICTIONARY

On the next several pages you will find definitions of words used by people who work with children who are gifted. Each of these words is also used in **chapters 1, 2, or 3**.

The definitions are simplified for use in this book. Different school districts may use these words in somewhat different ways. Always feel free to ask for definitions of words being used to describe your child or your child's education.

Academic—Having to do with subjects such as reading, writing, math, social studies, and science.

Acceleration—The presentation of curriculum content earlier or at a faster pace than it is presented to most students.

Administrative Law Judge—The person who is in charge of a due process hearing and who makes the decisions after the hearing. The administrative law judge is employed by the Division of Administrative Hearings. He or she cannot know the student or be a friend or relative of the family. He or she is a person who is impartial—fair to both parents and the school district.

Appeal—A written request for a court to review the decision of an administrative law judge in a due process hearing.

Assessment—A way of collecting information about what a student knows and can do and what a student still needs to learn. Assessment may include giving tests, observing the student, and looking at a student's portfolio or work samples.

Change of Placement—A change in the type of placement (level of services, not location) listed on the student's EP. Change of placement must be determined during an EP meeting.

Cognitive—Having to do with the mental abilities used to gain knowledge.

Complaint—A parent's formal written claim that a school district has violated a law related to the education of students who are gifted. Also called "formal complaint" and "formal written complaint."

Confidential—Private, not to be seen by others. School records are confidential, so they may be read or used only by school staff members, parents, and others allowed to see them by law.

Consent—Parents' agreement to let the school take an action that affects their child's education. In ESE, "consent" usually means "informed written consent."

Continuum of Services—The range of possible placements for exceptional students.

Curriculum Compacting—Assessing what the student already knows and only teaching the parts of the curriculum that the student does not already know.

Differentiated Curriculum—A curriculum that has been modified to meet the needs of students of varying abilities. Gifted education uses acceleration and/or enrichment to provide a differentiated curricu-

lum to meet the needs of students who are gifted.

Dismissal—A decision made at an EP meeting to dismiss a student from ESE services because the student no longer needs those services. The EP team reviews evaluations and other information about the student before making this decision. Parents will receive written notice before services are stopped.

Due Process Hearing—A formal meeting held to settle disagreements between parents and school districts about the evaluation, eligibility, placement, services, or EP of a student. The meeting is run by an administrative law judge.

Duration—On an EP, this indicates the length of time a student is expected to need a service.

Educational Plan (EP)—A written plan that describes the individual learning needs of a student who is gifted and the ESE services, supports, aids, and accommodations and modifications that will be provided to that student.

Eligibility Criteria—The requirements a child must meet to be eligible for ESE gifted services. The eligibility criteria are listed in Florida's State Board of Education Rules.

Eligibility Staffing Meeting—A meeting at which a group of school staff members decide if a student is eligible for ESE services. This decision is based on evaluation reports and other information. To be eligible, the student must meet the requirements listed in the Florida State Board of Education Rules.

Eligible—Refers to a student who meets the requirements for and is in need of ESE programs and services. The decision is based on State Board of Education rules.

Emotional—Having to do with feelings and the way one responds to and expresses feelings.

Enrichment—The presentation of curriculum content with more depth, breadth, complexity, or abstractness to meet the needs of gifted students.

EP—See "educational plan."

EP Meeting—A meeting held at least every three years or at transition times to write a student's EP. Changes in a student's goals, services, or placement must be made at an EP meeting.

EP Review—A meeting held to discuss changing the EP of a student who is gifted. Any member of the EP team, including the parent, may request an EP review.

ESE—See "exceptional student education."

ESE Administrator—The leader of a school district's ESE programs. This person works for the whole school district, not just one school.

Evaluation—A way of collecting information about a student's learning needs, strengths, and interests. It is used to help decide whether a student has an exceptionality and is eligible for ESE programs and services. It may include giving individual tests, observing the child, looking at records, and talking with the student and parents.

Evidence—Pieces of written material (e.g., records, letters, notes, or work samples) that are used by parents or school districts in a due process hearing to help show that their point of view is the right one.

Exceptional Student—A student who has special learning needs as described in State Board of Education Rules. This includes students who have a disability and students who are gifted.

Exceptional Student Education (ESE)—The name given in Florida to educational programs and services for students with special learning needs (including those who have disabilities and those who are gifted). It is sometimes called "special education."

Exceptionality—Special learning needs; giftedness or a disability.

FAPE—See "free appropriate public education."

Formal complaint—See "complaint."

Free Appropriate Public Education (FAPE)— The words used in the federal law (IDEA) to describe the right of a student with a disability to special services that will meet his or her individual learning needs, at no cost to his parents. In Florida, FAPE also applies to gifted students.

Frequency—How often a service is provided, such as "twice a week."

General Curriculum—The things that most students are studying. In Florida, the general curriculum is the Sunshine State Standards, which describe what students are expected to know and be able to do at various points in their education.

General Education—The classes and activities that most students participate in. It includes academic and vocational education.

Gifted—One of the ESE programs in Florida. A student who is gifted has high cognitive abilities, learns more easily than do other students, and needs special services in order to make appropriate educational progress. In order to be eligible for programs and services for students who are gifted, a student must meet all the requirements listed in the Florida State Board of Education Rules and be in need of special education.

Goal—A statement in an EP of what a student needs to learn and should be able to learn.

Hearing Officer—See "administrative law judge."

Identification—The determination that a student has an exceptionality and what the exceptionality is.

Impartial—Fair. An impartial person is one who does not take sides. For example, the person who runs a due process hearing must not work for the school district or be a friend of the parent.

Individual Evaluation—See "evaluation."

Initiation Date—The date, month, and year on which a service will begin for a student who is gifted.

Interventions—Strategies used to help a student make progress in learning or behavior. This term is often used for strategies implemented to help a student who has been referred, before or instead of evaluating the student's need for ESE services.

Location—Where services will be provided, such as "general education classroom."

Mutually Agreeable—Acceptable to both the parents and the school. EP meetings must be held at a time and place that is mutually agreeable.

Notice—A note or letter to parents about an action the school plans to take that will affect their child's education.

Objectives—Statements in an EP that describe small, measurable steps a student must learn or master before the student can reach one of his or her "goals."

Participation—Taking part in a task, such as making a decision or writing an EP.

Placement—The type of setting in which the child is to receive special services. The placement may include one or more than one classroom or other area in which the student is to receive services for a particular amount of time. "Placement" does not refer to a specific school or a specific location in a school.

Present Levels of Educational Performance—Statements in an EP that describe what a student can do or what he or she knows now.

Procedural Safeguards—Rules that give parents the rights to participate, have notice, and give consent. The procedural safeguards also determine how parents and schools can resolve disputes through due process or complaint procedures.

Referral—A request that a child be given an individual evaluation. A referral may be made by a parent, a teacher, or anyone who has worked with the child.

School Psychologist—A professional who conducts evaluations, especially intelligence testing. A school psychologist may also work with classroom teachers, parents, and school administrators on behavior assessments and behavior management.

Screening—A way of testing a group of students to find out if any of them need an individual evaluation.

Social—Having to do with a student's ability to get along with other people—adults or children. An example of a social skill is being able to play well with other children.

Special Education—See "exceptional student education."

Staffing—See "eligibility staffing meeting."

State Board of Education Rules—The rules developed to implement Florida's laws related to education.

Stay-Put Placement—The child's current placement, which the child stays in while a disagreement is being resolved through a due process hearing.

Sunshine State Standards—A set of objectives that describe what Florida's students are expected to know and be able to do at certain stages of their school career.

Witnesses—Persons who can make statements in a due process hearing that will help to prove to the administrative law judge that a parent's or a school district's point of view is the correct one.

READING MATERIALS FOR PARENTS

Below is a list of reading materials about ESE and people who are gifted. Some of these materials are free. Many are available from the Clearinghouse Information Center (CIC). (See below under **Collections.**) Important **Laws and Rules** are listed on page 80.

PUBLICATIONS

"Clearinghouse Information Center Publications Index." Index of mostly free materials on programs for students with disabilities and students who are gifted, and related topics. Available from the CIC.

Parenting for High Potential. To subscribe, contact National Association for Gifted Children, 1707 L Street, N.W., Suite 550 [telephone: (202) 785-4268] [website: www.nagc.org].

"Governor's Summer Program for Gifted and High-Achieving Students." Available from the CIC.

"Siga las huellas: Busque los tesoros escondidos en sus hijos" (pamphlet for parents of Spanish-speaking students). Available from the CIC.

"Swiv pitit ou toutan: Chache jwenn tout don li genyen lòt moun pa ka wè" (pamphlet for parents of Haitian-Creole-speaking students). Available from the CIC.

"What Is Exceptional Student Education for Children Who Are Gifted?" Available in English and Spanish from the CIC.

COLLECTIONS AND ONLINE RESOURCES

Clearinghouse Information Center (CIC) (Florida Department of Education)—loan materials; free and at-cost materials—Florida Department of Education, 325 W. Gaines Street, Room 628 Turlington Building, Tallahassee, FL 32399-0400 [telephone: (850) 245-0477; fax: (850) 245-0987; email: cicbiscs@fldoe.org; website: www.myfloridaeducation.com/commhome].

Educational Resources Information Center (ERIC) Clearinghouse on Disabilities and Gifted Education—information available on particular disabilities, gifted education, inclusion, and other topics; prepackaged and customized bibliographies available—Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589 [telephone: (800) 328-0272] [website: www.ericec.org] [email: ericec@cec.sped.org].

National Association for Gifted Children
1707 L. Street, NW, Suite 550
Washington, DC 20036
(202) 785-4268
email: nagc@nagc.org
web: www.NAGC.org

LAWS AND RULES

The Family Education Rights and Privacy Act (FERPA). Available from CIC as part of *Volume I-C.* (See below.)

Florida Educational Equity Act—Florida's civil rights protection act. Available from the Florida Department of Education, Equal Educational Opportunity Program, 325 W. Gaines St., Room 1020 Turlington Building, Tallahassee, FL 32399-0400 [telephone: (850) 488-6217] [website: www.myfloridaeducation.com/eeop/eeop.html].

Special Programs and Procedures for Exceptional Students—available for review at the ESE office of your local school district.

"Summary of Procedural Safeguards for Students Who Are Gifted"—pamphlet that summarizes laws on parents' rights. Available in English and Spanish from the ESE office of your local school board or from CIC.

Volume I-B: Florida Statutes and State Board of Education Rules: Excerpts for Special Programs. Available from CIC.

WHERE TO GO
FOR HELP
(DIRECTORY)

Many organizations and agencies offer information and services to parents of children with exceptionalities. On the next pages you will find just a few of them. Any of the groups listed will be happy to answer questions or give you information.

LOCAL

Administrator, Exceptional Student Education (Contact local school board or district office for address and telephone number.)

(Name) _____

(Address) _____

(Telephone Number) _____

(Email Address) _____

Florida Diagnostic and Learning Resource System (FDLRS) (Contact exceptional student education administrator for address and telephone number.)

(Name) _____

(Address) _____

(Telephone Number) _____

(Email Address) _____

Program Chairperson, Special Education or Exceptional Student Education Department at local college or university

(Name) _____

(Address) _____

(Telephone Number) _____

(Email Address) _____

County-wide gifted parent organization

(Name) _____

(Address) _____

(Telephone Number) _____

(Email Address) _____

STATE

Some of these organizations may have local chapters or be part of a national organization. Check your telephone directory or contact the organization directly.

FLAG Florida Association for the Gifted
734 Jefferson Drive
Lakeland, FL 33801-5637

Florida Department of Education
Bureau of Instructional Support and
Community Services
325 W. Gaines Street
Room 614 Turlington Building
Tallahassee, FL 32399-0400
(850) 245-0475
web: www.myfloridaeducation.com/
commhome

PALS Parents for Able Learner Students
5101 Lake in the Woods Blvd.
Lakeland, FL 33813
(863) 647-3003
email: pals222@earthlink.net
web: http://come.to/gifted

NATIONAL

American Association for Gifted Children
Duke University
Box 90270
Durham, NC 27708-0270
(919) 783-6152
www.AAGC.org

Council for Exceptional Children
1110 N. Glebe Rd.
Arlington, VA 22201-5704
(703) 264-9474
(888) 232-7733
email: service@cec.sped.org
web: www.cec.sped.org

International Parents' Organization (IPO)
3417 Volta Place, NW
Washington, DC 20007
(202) 337-5220
(voice/TDD)

National Association for Gifted Children
1707 L. Street, NW, Suite 550
Washington, DC 20036
(202) 785-4268
email: nagc@nagc.org
web: www.NAGC.org

Office for Civil Rights
U.S. Department of Education
61 Forsythe Street, Suite 19T70
Atlanta, GA 30303
(404) 562-6350

GROUPS THAT YOU HAVE FOUND HELPFUL

Name and Address   Telephone Number

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

SAMPLE LETTERS

The Sample Letters that follow can help you take the actions described in **chapter 3.**

SAMPLE LETTER—ASKING FOR AN INDIVIDUAL EVALUATION*

(Your Address)
(Your Phone Number)
(Today's Date)

Mr./Ms. _____

Principal

(Name of School)

(Address of School)

Dear _____ :

I am the parent of _____ , age _____ , who is a student in grade _____ at_____ School. I have reason to believe that my child has special needs that are not being met by his/her current school program. Please arrange to have my child evaluated as quickly as possible, so that appropriate services can be provided.

Please let me know when this evaluation will take place.

Thank you.

Sincerely,

(Your Name)

cc: Administrator, Exceptional Student Education

This Letter May Be Handwritten

*Adapted from *Education for All: A Training Module for Parents and Advocates of Handicapped Children*, South Carolina Protection and Advocacy Training and Technical Assistance Project.

SAMPLE LETTER—ASKING FOR AN EP REVIEW MEETING*

(Your Address)

(Your Phone Number)

(Today's Date)

Mr./Ms. _____

Principal (or Counselor)

(Name of School)

(Address of School)

Dear _____ :

I am the parent of _____ , age ____ , who is a student in
grade ____ at_____ School. I think that there should be a
change in my child's educational plan. I am asking for a meeting to talk about this and
to write a new EP.

Please let me know when the meeting will be held.

Thank you.

Sincerely,

(Your Name)

cc: Principal of School

This Letter May Be Handwritten

*Adapted from *Education for All: A Training Module for Parents and Advocates of Handicapped Children*, South Carolina
Protection and Advocacy Training and Technical Assistance Project.

SAMPLE LETTER—ASKING THE SCHOOL TO CHANGE A DECISION

(Your Address)

(Your Phone Number)

(Today's Date)

Mr./Ms. _____

Administrator, Exceptional Student Education

(Name of School Board)

(Address of School Board Office)

Dear _____ :

I am the parent of _____ , age _____ , who is a student in grade _____ at_____ School. I got a notice from the school on ____(date)____ about_____

_____.

I do not agree with this notice. I have talked with the people at the school. I am asking for a meeting to talk about this.

Thank you.

Sincerely,

(Your Name)

cc: Principal of School

This Letter May Be Handwritten

SAMPLE LETTER—
ASKING THE SCHOOL TO CHANGE RECORDS

(Your Address)

(Your Phone Number)

(Today's Date)

Mr./Ms. _____

Principal

(Name of School)

(Address of School)

Dear _____ :

I am the parent of _____ , age _____ , who is
a student in grade ___ at_____ School. I have read the school
records about my child. These records were explained to me by__(name of person)_ on
____(date)____ . I have reason to believe that part of the school records are not fair to
my child. Therefore, I am asking that you _____

_____

_____.

Please let me know what action you will take in answer to this request.

Thank you.

Sincerely,

(Your Name)

cc: Administrator, Exceptional Student Education

This Letter May Be Handwritten

SAMPLE FORM—ASKING FOR A DUE PROCESS HEARING
(first of two pages)

Date of Request_____ District _____

Student's Name_____ Date of Birth_____

Student's Current School _____

Parent's Name _____

Address of Student _____

Home Phone _____ Parent's Business Phone _____

Name of Person Completing This Form (if other than parent) _____

Address _____

Phone Number_____

As provided under the procedural safeguards, I am requesting a due process hearing for the following reasons:

_____

_____

_____

_____

_____

_____

_____

_____

_____

A due process hearing would not be necessary if the district would do the following:

_____

_____

_____

_____

_____

_____

Another possible solution would be:

_____

_____

_____

_____

_____

_____

_____   _____
Signature   Date

Return completed form to the superintendent of your local school district.

SAMPLE LETTER—FILING A FORMAL COMPLAINT

(Your Address)

(Your Phone Number)

(Today's Date)

Mr./Ms. _____

Chief, Bureau of Instructional Support and Community Services

Florida Department of Education

325 W. Gaines St., Room 614

Tallahassee, FL 32399-0400

Dear _____ :

I am the parent of _____ , age _____ , who is a student in
grade _____ at_____ School. I wish to file a formal complaint against the
_____ school district. I believe that the school district has violated the
law in the following way:_____
_____ .

Please let me know as soon as possible what I should do next.

Thank you.

Sincerely,

(Your Name)

cc: Superintendent, _____ School District

This Letter May Be Handwritten

NOTES

Use these pages to list questions or topics you want to discuss at meetings or visits.

_____

_____

_____

_____

_____

_____

_____

_____

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5.

PARENTS' EDUCATIONAL RECORDS

WHY KEEP RECORDS?

This chapter is meant to be used. In it you can write important information about your child and your child's education...

It is very important that you keep records of steps you take, and steps the school takes, to make sure your child gets the education he or she needs. This chapter is meant to be used. In it you can write important information about your child and your child's education.

The parents' record pages in this chapter will help you keep track of meetings and decisions that are part of the process of planning and continuing your child's education. This process is described in the earlier chapters of this book. Each page in this chapter goes with a particular part of this book.

You may want to make copies of some pages to use in future years. You will probably never use some of the forms provided here.

Some parents like to make a tape recording of important meetings. If you would like to tape record a meeting, talk to the people at the school about it well before the meeting date.

PARENTS' RECORD—REFERRAL FOR INDIVIDUAL EVALUATION

Who made the referral? _____

When was the referral made? _____ Age of child: _____

Why was the referral made? _____

_____

_____

Did you provide any reports or other written information about your child? ❏ Yes ❏ No

    Report title: _____ Who wrote the report? _____

    Report title: _____ Who wrote the report? _____

Was there a meeting about the referral? ❏ Yes ❏ No

    Who met with you?

    Name & title: _____

    Name & title: _____

    Date meeting was held: _____ Place meeting was held: _____

Was information you provided discussed in the meeting? ❏ Yes ❏ No

Explain: _____

_____

_____

Results of meeting: _____

_____

_____

_____

Sometimes a record is made of meetings about the referral.
Ask for a copy and keep it in your file.

Keep a copy of *all* records in your file.

See pages 11, 61, & 87.

PARENTS' RECORD—INDIVIDUAL EVALUATION

Were you asked to give your written consent for the evaluation? ❑ Yes ❑ No

    If yes, when? _____

Did you give your written consent for the evaluation? ❑ Yes ❑ No

    If yes, when? _____

Age of child: _____

Were the tests or other evaluations explained to you? ❑ Yes ❑ No

For each test or other evaluation, record the name and purpose of the test and who did it, when, and where:

    Name and purpose of test: _____

    Name & title of person who did test: _____

    Date of test and where it was done: _____

    Name and purpose of test: _____

    Name & title of person who did test: _____

    Date of test and where it was done: _____

    Name and purpose of test: _____

    Name & title of person who did test: _____

    Date of test and where it was done: _____

Did you view the evaluation process? ❑ Yes ❑ No

    Explain: _____

Were you given a copy of the evaluation report(s)? ❑ Yes ❑ No

Did you read the report(s)? ❑ Yes ❑ No

Did someone explain the report(s) to you? ❑ Yes ❑ No

    If yes, who? _____ When? _____

Notes and questions about the evaluation report(s): _____

_____

_____

Keep a copy of *all* evaluation reports in your file.

See pages 12 & 61.

PARENTS' RECORD—AFTER ELIGIBILITY STAFFING

What information and opinions did you share before the meeting? _____

_____

_____

_____

_____

_____

_____

_____

Results of meeting:

    Is your child eligible for ESE gifted services ? ❑ Yes ❑ No

    What will happen next? _____

    _____

    _____

    When? _____

Did you get a notice telling you whether or not your child is eligible? ❑ Yes ❑ No

    If yes, date of notice: _____

Were you and the school staff able to agree about your child's eligibility? ❑ Yes ❑ No

    If no, what did you disagree about? _____

    _____

    _____

    _____

    If no, what did you do? _____

    _____

    _____

    _____

Were you told that you have a right to pay for a private educational evaluation if you are not satisfied with the evaluation done by the school? ❑ Yes ❑ No

Keep a copy of the notice or letter you get in your file.

> **See pages 14 & 61.**

PARENTS' RECORD—BEFORE EP MEETING
(first of two pages)

Observation Guide

Name of child: _____ Age: _____

What concerns do you have about your child's education? _____

_____

_____

What things does your child do best?

At home: _____

_____

At school: _____

_____

What does your child have trouble with?

At home: _____

_____

_____

At school: _____

_____

_____

How does your child seem to feel about:

School (if your child goes to school)? _____

_____

_____

Himself or herself? _____

_____

_____

Other children (friends, brothers and sisters)? _____

_____

_____

Adults (parents, teachers, relatives)? _____

_____

_____

What does your child like to do when he or she has free time or play time? _____

_____

_____

What does your child *not* like to do? _____

_____

_____

What does your child do to help you at home?_____

_____

How many friends does your child have? _____

    How old are your child's friends?_____

    What does your child do when playing with friends? _____

    _____

How does your child learn best? _____

_____

_____

What does your child most need to learn in school? _____

_____

_____

_____

What kinds of help does your child need in order to succeed and make progress? _____

_____

_____

_____

What questions do you have about the evaluation report(s)? _____

_____

What other questions do you have for the people at the school? _____

_____

_____

See pages 15 & 35.

PARENTS' RECORD—EP MEETING

(first of two pages)

Did you get a written notice about the meeting? ❑ Yes ❑ No

If yes, date of notice: _____ Number of days before the meeting: _____

Did you get any other kind of notice? ❑ Phone call ❑ Visit ❑ Reminder note ❑ Electronic mail
❑ Other _____

Did you ask to change the date, time, or place? ❑ Yes ❑ No

If yes, were you able to make a change? ❑ Yes ❑ No

Did you go to the meeting? ❑ Yes ❑ No

If no, why not? _____

If no, did the school staff ask you to help with the EP in some other way? ❑ Yes ❑ No

How?_____

_____

When was the meeting held? (Date)_____ (Time) From: _____ To: _____

Where was the meeting held? _____

Who was at the meeting?

Name & title: _____

Name & title: _____

Name & title: _____

Name & title: _____

Name & title: _____

Name & title: _____

Was anyone invited who did not attend the meeting? ❑ Yes ❑ No

Name & title: _____

Name & title: _____

If a key person was absent, how was this addressed?_____

Did your child attend the meeting? ❑ Yes ❑ No

Why or why not? _____

Did your child actively participate in the meeting? ❑ Yes ❑ No

If yes, what did your child do? _____

Was there a need for more than one meeting? ❑ Yes ❑ No If yes, give date(s): _____

PARENTS' RECORD—EP MEETING
(first of two pages)

Did you get a written notice about the meeting? ❑ Yes ❑ No

    If yes, date of notice: _____ Number of days before the meeting: _____

Did you get any other kind of notice? ❑ Phone call ❑ Visit ❑ Reminder note ❑ Electronic mail
❑ Other _____

Did you ask to change the date, time, or place? ❑ Yes ❑ No

    If yes, were you able to make a change? ❑ Yes ❑ No

Did you go to the meeting? ❑ Yes ❑ No

    If no, why not? _____

    If no, did the school staff ask you to help with the EP in some other way? ❑ Yes ❑ No

    How? _____

    _____

When was the meeting held? (Date)_____ (Time) From: _____ To: _____

Where was the meeting held? _____

Who was at the meeting?

Name & title: _____

Name & title: _____

Name & title: _____

Name & title: _____

Name & title: _____

Name & title: _____

Was anyone invited who did not attend the meeting? ❑ Yes ❑ No

Name & title: _____

Name & title: _____

If a key person was absent, how was this addressed? _____

Did your child attend the meeting? ❑ Yes ❑ No

    Why or why not? _____

Did your child actively participate in the meeting? ❑ Yes ❑ No

    If yes, what did your child do? _____

Was there a need for more than one meeting? ❑ Yes ❑ No If yes, give date(s): _____

What information and opinions did you share at the meeting? _____

_____

_____

_____

_____

_____

_____

_____

Were you and the school staff able to agree on the EP? ☐ Yes ☐ No

    If no, what did you disagree about? _____

_____

_____

_____

_____

_____

    If no, what did you do? _____

_____

_____

_____

_____

_____

Did you get a copy of the EP? ☐ Yes ☐ No

Keep a copy of the EP in your file.

See chapter 2.

PARENTS' RECORD—CONSENT FOR PLACEMENT

Did you get a form asking for your written consent to provide gifted services to your child? ☐ Yes ☐ No

If yes, date of form: _____

Did you give your written consent? ☐ Yes ☐ No

If yes, date you gave your consent: _____

If no, why not? _____

_____

_____

_____

_____

If no, what happened next? _____

_____

_____

_____

_____

Keep a copy of *all* consent forms in your file.

See pages 16, 64.

PARENTS' RECORD—GIFTED SERVICES

Date services started: _____ Age of child: _____

Name of school: _____

Address: _____ Telephone number: _____

Teachers

Name & subject or service: _____

Name & subject or service: _____

Name & subject or service: _____

Principal's Name_____

Your visits to the school or classroom:

Date: _____

Purpose: _____

What did you learn? _____

_____

_____

Date: _____

Purpose: _____

What did you learn? _____

_____

_____

Date: _____

Purpose: _____

What did you learn? _____

_____

_____

See pages 16, 31, 64.

PARENTS' RECORD—EP REVIEW MEETING

Did you get a written invitation to the EP review meeting? ☐ Yes ☐ No

    If yes, date of notice: _____ Number of days before the meeting: _____

Did you ask to change the date, time, or place? ☐ Yes ☐ No

    If yes, were you able to make a change? ☐ Yes ☐ No

Did you go to the meeting? ☐ Yes ☐ No

    If no, why not? _____

Who asked for the meeting? ☐ You ☐ The school

    If you, why did you ask for the meeting? _____

_____

When was the meeting held? (Date) _____ (Time) From: _____ To: _____

Where was the meeting held? _____

Who was at the meeting?

    Name & title: _____

    Name & title: _____

    Name & title: _____

    Name & title: _____

What information and opinions did you share at the meeting? _____

_____

_____

_____

How were your information and opinions included in the EP? _____

_____

What changes were made in the EP? _____

_____

_____

Did you agree with these changes? ☐ Yes ☐ No

    If no, what did you disagree about? _____

_____

    If no, what did you do? _____

_____

Did you get a copy of the EP? ☐ Yes ☐ No   Keep a copy of the EP in your file.

See pages 17, 40, 65.

PARENTS' RECORD—PRIVATE EDUCATIONAL EVALUATION

Why did you want a private educational evaluation of your child? _____

_____

_____

_____

For each test or other evaluation, record the name and purpose of the test and who did it, when, and where:

Name and purpose of test: _____

Name & title of person who did test: _____

Date of test and where it was done: _____

Name and purpose of test: _____

Name & title of person who did test: _____

Date of test and where it was done: _____

Were you given a copy of the private educational evaluation report(s)? ❏ Yes ❏ No

Who presented the results of the private educational evaluation at the EP meeting? _____

_____

Keep a copy of *all* evaluation reports in your file.

┌──┐
│   **See pages 54 & 62.**   │
└──┘

PARENTS' RECORD—OTHER MEETINGS (AS NEEDED)
(first of two pages)

Age of child: _____

Did you get a written notice about the meeting? ❏ Yes ❏ No

    If yes, date of notice: _____ Number of days before the meeting: _____

Did you ask to change the date, time, or place? ❏ Yes ❏ No

    If yes, were you able to make a change? ❏ Yes ❏ No

Did you go to the meeting? ❏ Yes ❏ No

    If no, why not? _____

Who asked for the meeting? ❏ You ❏ The school

    If you, why did you ask for the meeting? _____

    _____

On what date was the meeting held? _____ What time? From: _____ To: _____

Where was the meeting held? _____

Who was at the meeting?

    Name & title: _____

    Name & title: _____

    Name & title: _____

    Name & title: _____

What was the purpose of the meeting? _____

_____

_____

_____

_____

What information and opinions did you share at the meeting? _____

_____

_____

_____

_____

_____

Results of meeting:

Decisions: _____

_____

_____

_____

_____

_____

Reasons for decisions: _____

_____

_____

_____

_____

_____

What will happen next? _____

_____

When? _____

Did you get a written notice explaining the results of the meeting? ☐ Yes ☐ No

If yes, date of notice: _____

Keep a copy of *all* notices or letters you get in your file.

PARENTS' RECORD—SCHOOL RECORDS

(first of two pages)

Kinds of records kept by the school:

Kind	Place Kept
_____	_____
_____	_____
_____	_____
_____	_____

Did you read the records? ⊔ Yes ⊔ No   If yes, supply this information:

Date	Kind of Record	Place Kept
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Did someone explain the records to you? ⊔ Yes ⊔ No   If yes, supply this information:

Name	Title	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Have records been sent outside the school: ❑ Yes ❑ No   If yes, supply this information:

Records Sent to (Name)	Date	Did You Give Your Consent?	
_____	_____	❑ Yes	❑ No
_____	_____	❑ Yes	❑ No
_____	_____	❑ Yes	❑ No
_____	_____	❑ Yes	❑ No
_____	_____	❑ Yes	❑ No

Did you ask for copies of records? ❑ Yes ❑ No   If yes, supply this information:

Kind of Record	Date	Was There a Charge?	
_____	_____	❑ Yes	❑ No
_____	_____	❑ Yes	❑ No
_____	_____	❑ Yes	❑ No
_____	_____	❑ Yes	❑ No
_____	_____	❑ Yes	❑ No

Did you ask the school to change your child's records? ❑ Yes ❑ No   If yes, supply information below:

Change You Requested	Date	School's Answer
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

If the school refused to change your child's records, did you add a note to the records explaining why you disagree with the record?   ❑ Yes ❑ No

If yes, what information did you add to the record? _____

_____

_____

_____

_____

See pages 67 through 69, and page 90.

PARENTS' RECORD—DUE PROCESS HEARING

(first of two pages)

❑ Parent asked for the due process hearing   ❑ School asked for the due process hearing

Reason for hearing: _____

_____

_____

Date of letter asking for hearing: _____ Did you keep a copy in your file? ❑ Yes ❑ No

Things that were done to try to solve the problem before hearing: _____

_____

_____

_____

Name of administrative law judge: _____

Date of hearing: _____ Place: _____

Name of lawyer or other person helping you: _____

Evidence shared at least five business days before the due process hearing:

Parent's Evidence	School's Evidence
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Parent's Witnesses	School's Witnesses
_____	_____
_____	_____
_____	_____
_____	_____

Administrative law judge's decision: _____

_____

_____

_____

_____

_____

_____

Did you appeal the decision? ❏ Yes ❏ No   Did the school appeal the decision? ❏ Yes ❏ No

Date: _____

To whom: _____

Result of the appeal: _____

_____

_____

_____

_____

Keep a copy of the administrative law judge's written decision in your file.

PARENTS' RECORD—FORMAL WRITTEN COMPLAINT
(first of two pages)

Date of complaint letter: _____ Did you keep a copy in your file? ❑ Yes ❑ No

What law do you think the school district violated? _____
_____

In what way do you think the school district violated the law? _____
_____
_____
_____
_____
_____

Things that were done to try to solve the problem before filing a written complaint: _____
_____
_____
_____
_____

Did you talk to Florida Department of Education (DOE) staff before filing the written complaint? ❑ Yes ❑ No

Name & title of DOE staff: _____ Date: _____
Notes about your conversation with DOE staff: _____
_____
_____
_____

Name & title of DOE staff: _____ Date: _____
Notes about your conversation with DOE staff: _____
_____
_____
_____

Name & title of DOE staff: _____ Date: _____
Notes about your conversation with DOE staff: _____
_____
_____
_____

Did you get to review the information DOE collected before DOE made the decision?

❑ Yes ❑ No

If yes, what changes or additions did you suggest? _____

_____

_____

Date of DOE's decision on your complaint: _____

Did DOE issue the decision within 90 days of receiving your complaint?

❑ Yes ❑ No

If not, how long was the delay? _____

What was the reason for the delay? _____

_____

_____

DOE's decision about your complaint: _____

_____

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Keep a copy of DOE's written decision in your file.

See pages 60 and 93.

CONTACT LOG

Use this page to record the dates of telephone or in person contacts with your child's teacher or other school personnel. Include notes about what you discussed.

Date: _____ ❑ In person ❑ Phone call ❑ Other_____

Notes: _____

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Date: _____ ❑ In person ❑ Phone call ❑ Other_____

Notes: _____

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Date: _____ ❑ In person ❑ Phone call ❑ Other_____

Notes: _____

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Date: _____ ❑ In person ❑ Phone call ❑ Other_____

Notes: _____

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_____

CONTACT LOG

Use this page to record the dates of telephone or in person contacts with your child's teacher or other school personnel. Include notes about what you discussed.

Date: _____ ❑ In person   ❑ Phone call   ❑ Other_____

Notes: _____

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_____

Date: _____ ❑ In person   ❑ Phone call   ❑ Other_____

Notes: _____

_____

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_____

Date: _____ ❑ In person   ❑ Phone call   ❑ Other_____

Notes: _____

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_____

_____

Date: _____ ❑ In person   ❑ Phone call   ❑ Other_____

Notes: _____

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_____

_____

_____

NOTES

Use this page to list topics you want to discuss at meetings or visits.

312242

The New Department of
Education
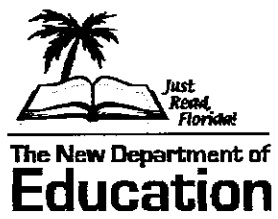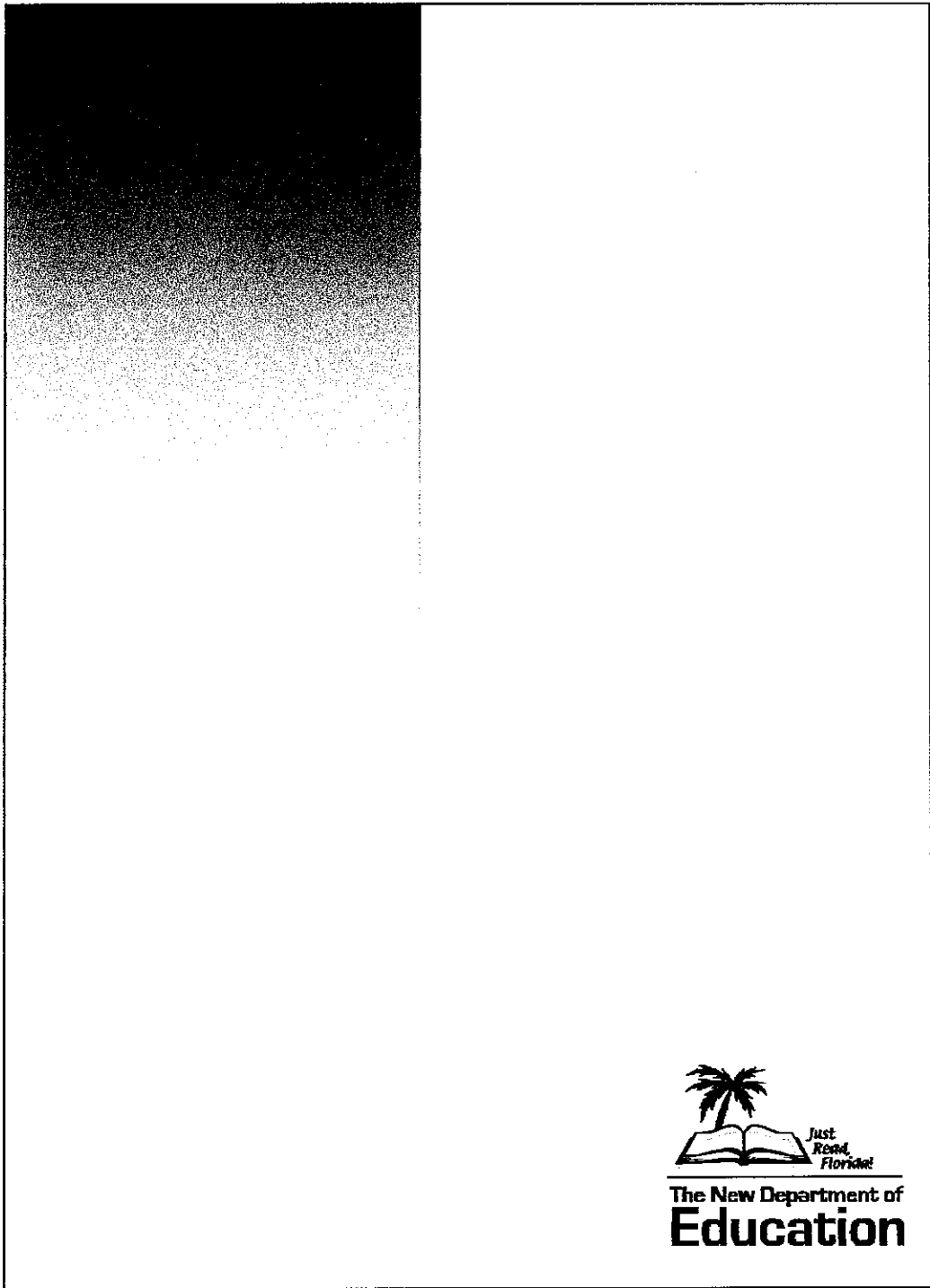
FLORIDA DEPARTMENT OF EDUCATION
Jim Horne, Commissioner

Education of Gifted Students

in Florida

Florida's Plan

for K-12

Gifted Education

The Florida Plan for K-12 Gifted Education

Purpose:

According to a recent report sponsored by *Education Next* magazine, the percentage of high-achieving American students is well below other leading industrialized nations. American students are lagging behind their peers in other countries. Recent Fordham Institute research shows that student scores on the NAEP test for the top 10% of students remained essentially flat between 2000 and 2007. NAEP scores for 2009 indicate 5% of fourth graders, 6% of 8th graders, and 1% of twelfth graders scored at the advanced achievement level in mathematics. In reading, 8% of fourth graders, 2% of eighth graders, and 4% of students in grade 12 scored at the advanced achievement level. The latest documentation of science test scores (2005) shows 2% of both fourth and eighth graders scored at the advanced achievement level. Recently released data from ACT indicates that only 24 percent of high school students had sufficient knowledge in the core content areas – math, reading, science and English – to be able to handle college-level work. The Fordham report questions whether we can afford to let the strongest languish in a time of fierce international competition.

A 2010 report from the National Science Foundation focused on two compelling concepts:
1. *The long-term prosperity of our Nation will increasingly rely on talented and motivated individuals who will comprise the vanguard of scientific and technological innovation; and*
2. *Every student in America deserves the opportunity to achieve his or her full potential.*

The efforts post-Sputnik to educate the best and most capable students, the report indicates, "resulted in unprecedented scientific and technological progress, leading to the creation of new enterprises, new jobs, and the betterment of the national standard of living."

While *Education Week* ranked Florida eighth (80.3%) among the states in 2010, two scores stand out of concern for the future of Florida's economy: Student achievement rated a D- and college readiness rated F, criteria that will be of interest for businesses hoping to expand or to relocate in the state. Florida must address these factors to ensure a talent pool prepared for college and/or careers and provide the opportunity for students to excel.

In order to maintain a workforce of highly qualified professionals with advanced skills, our schools need to prepare students to take a role in the global economy. Some nations have grasped the economic arguments for meeting the needs of the highly able students. For example, Singapore, a nation of few natural resources, has developed policies for gifted education, aware that the gifted are a valuable resource. Civilization is based on the scientific, technological, educational and political accomplishments and innovations of the best and most talented minds. Creativity and innovative thinking are related to giftedness.

The Florida State Board of Education goals are to increase the proficiency of all students by providing them with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities, and to maintain an accountability system that measures student progress toward the following goals:

1

A Brief History of Gifted Education in Florida

- 1956   Provision for state and local funds for gifted programs adopted in rule
- 1968   Gifted added to the definition of exceptional student education
- 1975   Mandate for gifted education under exceptional student education
- 1977   Rule 6A-6.03019, Florida Administrative Code (FAC.), Special Instructional Programs for Students Who Are Gifted, adopted establishing eligibility criteria
- 1981   Challenge Grant established
- 1983   Pilot projects initiated to address underrepresented populations following a notice from the Office of Civil Rights (OCR)
- 1991   Rule 6A-6.03019, FAC., Special Instructional Programs for Students who are Gifted, revised to include option for developing alternative plans to address underrepresentation
- 1992   First attempt at eligibility rule revision
- 1992   Gifted endorsement requirement - Rule 6A-4.01791, FAC., Specialization Requirements for the Gifted Endorsement adopted
- 1995   Legislature requests OPPAGA report entitled, Review of Florida's K-12 Gifted Program
- 1994-1996   OPPAGA Reports Part I and Part II, 95-45 and 96-06, addressed:
  - District policies and procedures
  - Delayed identification (grade 3)
  - Funding issues
  - Districts offering service K-8 only
  - Impact of Plan B
- 2002   After multiple workshops and meetings held between 1990- 2002, the rule was revised to define underrepresented populations as limited English proficiency (LEP) and low socio-economic status families (SES)
- 2004   Rule 6A-6.030191, FAC., Development of Educational Plans for Exceptional Students who are Gifted, and Rule 6A-6.03313, FAC., Procedural Safeguards for Exceptional Students who are Gifted, adopted
- 2005   The Office of Civil Rights (OCR) questions Plan B policies. FDOE responds that the state requires districts to evaluate all eligible students under Plan A and permits them to implement an alternative plan if the student meets specific criteria determined by the district.
- 2006   Rule development workshop process initiated for Rule 6A-6.03019, FAC. The work group met to address the eligibility rule for gifted. The proposed draft was presented at regional hearings in November and feedback was compiled through January 2007.
- 2006   Guaranteed allocation funding for high school gifted students leveled
- 2007   OPPAGA study requested by legislature
- 2008   Report 08-01 presented by OPPAGA
- 2010   Report 10-36 presented by OPPAGA

Florida's Goals and Expectations for Gifted Education

The Gifted Performance Plan is based on seven goals which were a focus of the work done with Dr. Van Tassel-Baska based on *A Guide to State Policies in Gifted Education* (2007) and the *NAGC Pre-K-Grade 12 Gifted Program Standards*. The intent is to provide an appropriate education for all students, including students who are gifted. The goals for Florida's Gifted Education Program include:

Goal I: Identification of Gifted Learners
> The state will identify methods for district-wide screening intended to increase identification of students for gifted service from all populations beginning at an early age.

Goal II: Program Design/Service Delivery
> The state identifies appropriate research-based service models in the Resource Guide (pages 17-21), which districts may use to establish a continuum of programs to meet the learning needs for gifted students K-12. The state will establish guides for minimum contact time for eligible students. Acceleration is encouraged when appropriate for the student and should be based on a specified policy in each district to assure accomplishment of program and student goals. The state will request annual updates regarding the district's advisory group members working to ensure continued academic growth of gifted learners.

Goal III: Curriculum and Instruction
> The state will provide guidelines for Educational Plan (EP) development to ensure these documents address the academic needs of the student to guide rigorous curricula and high expectations based on current levels of performance for the student. Curriculum and instructional strategies shall be appropriately differentiated so that the performance of gifted students will be increased or maintained at high levels.

Goal IV: Guidance and Counseling
> The state will provide strategies for guidance and counseling to meet the unique needs of gifted learners.

Goal V: Program Administration and Management
> The state will provide a template to guide each district in development of their plan for addressing the needs of students identified as gifted.

Goal VI: Professional Development
> The state will ask districts to report data relative to educators who work with gifted students to ensure they are appropriately certified and endorsed and provided with current training specific to gifted education.

Goal VII: Program Evaluation
> The state will provide a Florida School District Self-Assessment Tool for district use as a means of documenting progress in providing appropriate programs and services.

Metrics for the Florida Gifted Performance Plan

Goal I Criterion: Identification of Gifted Learners

The state will identify methods for district-wide screening intended to increase appropriate identification of students from all populations beginning at an early age.

Indicator I.1: The number of students identified as eligible for gifted service will increase.

Strategy I.1.A: The number of students identified as gifted will be tracked to determine increases from the current population.

Strategy I.1.B: Materials will continue to be available on the WOGI website for district use in increasing the awareness of gifted characteristics for all educators.

Strategy I.1.C: Materials will continue to be available on the WOGI website for increasing parent awareness of the characteristics of gifted children.

State K-12 Gifted Membership Compared to State Total *

	Total Gifted	% Gifted	% change
2008	132,313	4.98%	+0.08%
2009	137,167	5.13%	+0.15%
2010	TBD		

Students Identified as Eligible under State [Rule 2(a) Criteria]

	7/1/2009 – 1/19/2010 *	7/2009 – 4/2010 As Reported by Survey of Districts
2010	5,062	undetermined
2011		

Students Identified as Eligible through Alternative District Plans [Rule 2(b)]

	7/1/2009 – 1/19/2010 *	7/2009 – 4/2010 As Reported by Survey of Districts
2010	2,440	4,176
2011		

*FDOE data – Survey 2

Indicator I.2: The number of districts reporting implementation of district-wide screening practices will increase. Currently some districts report implementation of a screening practice. It is not clear whether these are district-wide or site-based.

Strategy I.2.A: Districts will be asked to report current screening strategies to ensure equal access for students, which will be instrumental in determining the impact on rate of identification, particularly as related to disproportionality.

Strategy I.2.B: FDOE will review the grade levels at which these screenings occur to determine impact on identification at elementary, middle and secondary levels.

Implementation of Screening Strategies

	Districts Indicating Screening Implemented	District-wide Screening	District Report of Instruments Used for Screening
2009	23	undetermined	Rating Scale of Gifted Characteristics Developmental Indicators for the Assessment of Learning (Dial 3) Dynamic Indicators of Basic Early Literacy Skills (DIBELS) District Policy called Gifted "SWEEP" – Systematic Watching for Exceptional Student Education Potential. Early Reading Diagnostic Assessment (ERDA) Gifted Rating Scale Kaufman Brief Intelligence Test (K-BIT/K-BIT 2) Naglieri Nonverbal Ability Test (NNAT) Otis-Lennon School Ability Test (OLSAT) Peabody Picture Vocabulary Test (PPVT) Reynolds Intellectual Assessment Scales (RIAS) Screening Assessment for Gifted Elementary and Middle School Students (SAGES-2) Slosson Intelligence Test R (SIT-R)
2010	TBD	TBD	

Indicator I.3: To address the need for early intervention there will be an increase in the number of K-2 students determined eligible for gifted service.

> Strategy I.3.A: Districts will be asked to report annually the number of K-2 students determined eligible for gifted service to indicate change.
>
> Strategy I.3.B: Materials will be provided related to characteristics of young students with potential.
>
> Strategy I.3.C: The Bureau of Curriculum and Instruction will collaborate with the Office of Early Learning to identify strategies for effectively meeting the needs of high achieving students at early levels.

Identification for K-2 Gifted Eligibility Reported by Districts

April 2010	2,897
2011	

Goal II Criterion: Program Design/Service Delivery

The state will identify appropriate research-based service models that districts may use to establish a continuum of programs to meet the learning needs for gifted students K-12. The state will establish guides for minimum contact time for eligible students. Acceleration is encouraged when appropriate for the student and should be based on a specified policy in each district to assure accomplishment of program and student goals. The state will request annual updates regarding the district's advisory group members working to ensure continued academic growth of gifted learners.

Indicator II.1: There will be an increase each year in the number of students provided with an appropriate program and services using the indicated effective models.

> Strategy II.1.A: Districts will be asked to report the number of students being served through a continuum of effective services and program options available to meet the needs of the K-12 gifted students.
> Strategy II.1.B: Service models with supportive research to document effectiveness are indicated in the Resource Guide.
> Strategy II.1.C: Courses designed to meet the needs of students who have met state eligibility criteria and are identified as gifted (Rule 6A-6.03019, FAC) will continue to be indicated in the Course Code Directory. Programs for students who are gifted encompass instructional and related services that provide significant adaptations in curriculum, methodology, materials, equipment, or the learning environment (Rule 6A-6.0311, FAC). (Note: models that are not recommended have no state target hours for contact).

District Report of Gifted Service Options K-2

Service Models Available	Students in Model April 2010	Average Contact Hours per Week April 2010	Recommended Minimum Contact Hours per Week	Students in Recommended Models 2011	Average Contact Hours per Week 2011
Full-time self-contained class	4,973	29	30		
Resource room (pull-out)	4,052	5	4		
Gifted content course	2,631	7	5		
General education class (includes virtual)	769	28	5 for gifted only		
Cluster grouping in general education	399	28	5 for gifted only		

Service Models Available	Students in Model April 2010	Average Contact Hours per Week April 2010	Recommended Minimum Contact Hours per Week	Students in Recommended Models 2011	Average Contact Hours per Week 2011
Gifted (magnet) center	325	15	20 w/gifted		
Consultation	98	1	NA		
General education AP, IB, DE, AICE	22	3	5 w/gifted		

District Report of Gifted Service Options 3-5

Service Models Available	Students in Model April 2010	Average Contact Hours per Week April 2010	Recommended Minimum Contact Hours per Week	Students in Recommended Models 2011	Average Contact Hours per Week 2011
Full-time self-contained class	11,685	25	30		
Resource room (pull-out)	10,370	5	5		
Gifted content course	5,252	6	5		
General education class (includes virtual)	3,994	18	5 w/gifted only		
Cluster grouping in general education	1,547	21	5 w/gifted only		
Gifted magnet center	1,119	18	20 w/gifted		
Consultation	328	3	NA		
Gifted AP, IB, DE, AICE	95	2.5	5		

Service Models Available	Students in Model April 2010	Average Contact Hours per Week April 2010	Recommended Minimum Contact Hours per Student per Week	Students in Recommended Model 2011	Average Contact Hours per Week 2011
Support facilitation	18	2	5		
General education AP, IB, DE, AICE	1	25	NA		

District Report of Gifted Service Options **6-8**

Service Models Available	Students in Model April 2010	Average Contact Hours per Week April 2010	Recommended Minimum Contact Hours per Student per Week	Students in Recommended Model 2011	Average Contact Hours per Week 2011
Gifted content course	22,989	6	5 per student		
Full-time self-contained single class	4,381	20	5 per student		
General education class (includes virtual)	4,192	27	5 w/gifted only		
Cluster grouping in general education	2,809	19	5 w/gifted only		
Consultation	1,549	1	NA		
Gifted (magnet) center	1,374	16	20 w/gifted		
Resource room	538	2	5		
Support facilitation	45	1	5		
General education AP, IB, DE, AICE	41	12	NA		
Gifted AP, IB, DE, AICE	24	21	5		
Mentorship/ externship	14	<1	NA		

District Report of Gifted Service Options **9-12**

Service Models Available	Students in Model April 2010	Average Contact Hours per Week April 2010	Recommended Minimum Contact Hours per Student per Week	Students in Recommended Model 2011	Average Contact Hours per Week 2011
Consultation	12,850	4	.5		
Gifted content course	8,145	6	5		
General education class (includes virtual)	2,858	17	5 for gifted only		
Support facilitation	2,121	<1	1		
General education AP, IB, DE, AICE	1,984	9	5 for gifted only		
Resource room (pull-out)	1,039	1	5		
Gifted (magnet) center	750	35	30		
Full-time self-contained class	650	<1	5		
Gifted AP, IB, DE, AICE	682	6	5		
Cluster grouping in general education	35	<1	.5 for gifted		
Mentorship/ externship	27	3	5		

Indicator II.2: There will be an increase in the consistency of frequency and duration of services to meet the needs of gifted learners.

Strategy II.2.A: Districts will be asked to report the frequency and duration of service to meet the needs of the students based on the indicators for minimum time of service as identified in the Resource Guide as appropriate. (Data compiled from FDOE survey of districts April, 2010, with 45 districts reporting).

Average Contact Hours per Week

Grades	Low	High
K-2	1	29
3-5	2	25
6-8	<1	27
9-12	<1	35

Indicator II.3: The number of districts reporting implementation of a specific acceleration plan will increase.

> Strategy II.3.A: Technical assistance will be provided through WOGI workshops to support districts in developing a policy for acceleration.

District Report of Implementing a Plan for Acceleration

Current Practice	2010 Survey Responses
Specific district plan for acceleration	10 districts
School based decision (principal decision)	10 districts
Secondary options only	1 district
Part of student progression plan	3 districts
Not directly specified	43 districts

Indicator II.4: Programs for students who are gifted shall be adequately funded through the Guaranteed Allocation and district dollars to ensure appropriate services.

> Strategy II.4.A: The Guaranteed Allocation, provided to the district for all exceptional students, including gifted, ensures continued support to provide for students' needs as compared to other local programming.

As of July 1, 2000, virtually all gifted students generate funds under program cost factors 111 (grades PK-3 basic with ESE services), 112 (grades 4-8 basic with ESE services) or 113 (grades 9-12 basic with ESE services). In order to fund exceptional education and related services for these students, an Exceptional Student Education Guaranteed Allocation was established by the Legislature in addition to the basic funding. The guaranteed allocation is a fixed amount provided each district. It is the local school district's responsibility to allocate these funds according to the needs of the district. FDOE may ask districts to voluntarily report funding allocated to gifted programs and services in the future.

Indicator II.5: There will be an increase in the number of districts reporting maintenance of a gifted advisory/support group to encourage community participation.

> Strategy II.5.A: Data will be collected from the Florida School District Gifted Self-Assessment Tool indicating members of these groups.
> Strategy II.5.B: Materials will be provided to guide development of a group and proposed agenda topics.

Districts Reporting a Gifted Support Group

2009	2010	2011
12	TBD	

Goal III Criterion: Curriculum and Instruction

The state will provide guidelines for Educational Plan (EP) development to ensure these documents address the academic needs of the student to guide rigorous curricula and high expectations based on current levels of performance for the student. Curriculum and instructional strategies shall be appropriately differentiated so that the performance of gifted students will be increased or maintained at high levels.

Indicator III.1: Each student identified eligible for gifted will have an individualized educational plan (EP) aligned to state rule which clearly identifies the service necessary to ensure continued academic gains.

> Strategy III.1.A: Technical assistance materials will continue to be available on the WOGI website to guide development of significant EPs.
> Strategy III.1.B: Technical assistance materials will continue to be available for reviewing EPs to ensure goals are meaningful.
> Strategy III.1.C: Districts will be encouraged to use the FDOE PEER system or similar format to ensure consistency in EP development for all districts.

Indicator III.2: The state will monitor district reviews of EPs at least every two years to ensure they match the learning needs of students and that goals clearly are intended to ensure increased academic gains.

> Strategy III.2.A: A rubric to be used in assessment of the EP is provided as part of the Resource Guide.
> Strategy III.2.B: Goals for gifted learners will be monitored to ensure the gifted services provide focus on expected outcomes as indicated in the EP Review document in the Resource Guide.

FDOE Monitoring of District Self Assessment of EPs

Year of Review	Districts Reporting Non-compliant EPs
2009	43
2011	

Implementation of Electronic EP Systems

	# Districts Using PEER System	# Districts Reporting Use of Other Electronic Systems
2010	18	25
2011		

Indicator III.3: Differentiated Instruction in core content areas will expand the state standards to ensure curriculum is adapted, modified, or replaced to meet the needs of gifted learners as required.

> Strategy III.3.A: Materials and information specific to implementation of the *Frameworks for Gifted Learners* will continue to be available on the WOGI website.
> Strategy III.3.B: Lesson plans will be developed demonstrating how the Frameworks might be interwoven with state standards to assist teachers in adapting curriculum and instruction to meet the learning needs of students.

Strategy III.3.C: Access will be provided to differentiated lessons and units that could be replicated.

Curriculum Materials Specific for Gifted

	Materials on FDOE Website	Materials on WOGI Website
2010	*Florida's Frameworks for K-12 Gifted Learners* Challenge Grants for Gifted Summary Publication	Lesson plans Lesson plan rubric *Frameworks* tutorials *Checklist for Challenge and Rigor* *Best Practices in Gifted Education* *Shared Inquiry Rubric* *Differentiation of Products*
2011	*Florida's Frameworks for K-12 Gifted Learners* Challenge Grants for Gifted Summary	

Indicator III.4: Students who are gifted will be provided with challenging educational opportunities so that FCAT performance scores will increase, or be maintained, so that at least 90% of these students score at level 4 or 5 in Math and Reading, and at level 5 or 6 in Writing. FCAT performance scores in Science will increase so that 75% of these students score at level 4 or 5. Service will particularly focus on instructional strategies that will ensure at least a five percent increase annually until this goal is reached in areas where the current levels of accomplishment are below the top levels of proficiency, particularly in science, writing, and grades 8-10 reading.

Strategy III.4.A: Achievement of students who are gifted on state assessments will be tracked to identify levels of accomplishment and learning gains to determine whether services provided are having an impact.

Strategy III.4.B: Technical assistance materials for writing will be available on the FDOE website for Curriculum and Instruction by December, 2010, to provide support in instructional strategies.

Summary FCAT **Math**
Percentage of Gifted Students Scoring at Levels 4 and 5

Grade	2005	2006	2007	2008	2009	2010
3	89	93	93	93	95	
4	82	86	88	88	90	
5	84	87	88	89	90	
6	76	81	79	81	82	
7	82	84	83	84	86	
8	85	84	86	88	87	
9	88	86	86	88	88	
10	90	92	89	91	91	

Summary FCAT **Reading**
Percentage of Gifted Students Scoring at Levels 4 and 5

Grade	2005	2006	2007	2008	2009	2010
3	89	91	90	90	91	
4	88	88	89	90	92	
5	83	86	90	87	89	
6	76	84	82	84	85	
7	75	79	79	84	**84**	
8	58	60	63	68	**74**	
9	65	66	65	70	**66**	
10	58	62	65	69	**66**	

Summary FCAT **Science**
Percentage of Gifted Students Scoring at Levels 4 and 5

Grade	2007	2008	2009	2010
5	50	51	**54**	
8	42	46	**48**	
11	31	31	**32**	

Summary FCAT **Writing**
Percentage of Gifted Students Scoring at Levels 5 and 6

Grade	2007	2008	2009	2010
4	55	55	**39**	
8	62	64	**62**	
10	70	73	**45**	

2010 District Report of Tracking Gifted Student Gains
(Compiled from FDOE Survey August 2010 with 46 districts reporting)

Gifted as separate data	5%
Total population	55%
Not specific to gifted	30%
FCAT gifted data as a separate report	16%
Identity gifted scoring at levels 1 and 2	9%
Identify gifted scoring at levels 4+	9%
Track gifted to compare gains annually	26%

Indicator III.5: Students who evidence mastery of grade level standards should be afforded the opportunity to exceed them and the number of students accelerated will increase.

Strategy III.5.A: Districts will be asked to identify the number of students accelerated and type of acceleration (as indicated in the Resource Guide) implemented. (Data reported in response to FDOE survey August 2010 with 46 districts reporting).

District Report on Tracking Acceleration

	2010 survey	2011
Students accelerated by subject	23,766	TBD
Students accelerated by grade level	192	TBD
Districts tracking acceleration	25%	TBD
Acceleration options implemented	TBD	TBD

Indicator III.6: Each school district will encourage gifted students to enroll in advanced courses in the content areas.

Strategy III.6.A: FDOE will track enrollment of gifted students in advanced courses by district/state.

Strategy III.6.B: Beginning with the 2011 report FDOE will track gifted students placed in courses above grade level.

Middle School Gifted Student Course Enrollment *

Course	Districts Offering 2008	Districts Offering 2009	Districts Offering 2010	Gifted Students 2008	Gifted Students 2009	Gifted Students 2010
7855040 Advanced Academics 6-8	47	44	TBD	8,520	8,161	TBD
7855042 MJ Advanced Academics/ Career Planning	5	11	TBD	265	856	TBD
Advanced						
Language Arts I	47	45	TBD	11,754	12,716	TBD
Language Arts II	54	49	TBD	12,122	12,721	TBD
Language Arts III	53	51	TBD	12,670	12,127	TBD
Life Science	23	22	TBD	4,114	3,941	TBD
Earth/Space Science	16	16	TBD	2,794	2,771	TBD
Comprehensive Science I	31	31	TBD	8,037	8,534	
Comprehensive Science II	33	31	TBD	7,285	7,353	TBD
Comprehensive Science III	34	33	TBD	3,628	3,616	TBD
Physical Science	18	19	TBD	2,854	2,996	TBD
Mathematics I	51	50	TBD	8,522	10,354	TBD
Mathematics II	51	50	TBD	8,343	8,132	TBD
Mathematics III	44	44	TBD	1,665	1,819	TBD
Foreign Languages						
Spanish	39	26	TBD	4,591	5,337	
French	15	18	TBD	1,127	1,200	TBD
Italian	1	1	TBD	49	60	TBD
Chinese	0	6	TBD	0	64	TBD
German	2	1	TBD	15	32	TBD

High School Gifted Student Course Enrollment *

Course	Districts Offering	Districts Offering	Districts Offering	Gifted Students	Gifted Students	Gifted Students
	2008	**2009**	**2010**	**2008**	**2009**	**2010**
7963090 Skills for Gifted	9	7		811	517	
7065010 Research for Gifted	7	5		170	141	
7965030 Externship for Gifted	8	7		181	152	
7965040 Studies for Gifted	28	26		2,640	2,063	
AICE	11	13		347	498	
Advanced Placement (AP)						
Social Studies	49	47		26,717	22,418	
Language Arts	53	49		9,954	9,954	
Science	46	46		5,923	6,619	
Mathematics	47	47		5,458	5,714	
Visual Arts	41	41		993	900	
Music	30	28		312	371	
AP Foreign Languages						
Spanish	34	34		927	1,050	
French	24	24		178	462	
Latin	12	11		82	76	
Italian	5	5		22	28	
Chinese	3	5		<10	<10	
German	0	17		0	15	
Japanese	2	3		<10	<10	
Honors Mathematics	64	65		35,199	34,617	
Honors Science	63	64		33,101	33,042	
Honors Language Arts	67	66		25,265	25,165	
Honors Social Studies	62	64		20,640	19,344	
International Baccalaureate	28	28		8,150	8,584	

*FDOE data source

18

Goal IV Criterion: Guidance and Counseling

The state will provide strategies for guidance and counseling to meet the unique needs of gifted learners.

Indicator IV.1: Gifted learners will be provided with differentiated guidance strategies to meet their unique needs, to provide support, and encourage continued enthusiasm for learning.

Strategy IV.1.A: Resources related to the *Guidance and Counseling for the Gifted* endorsement module will continue to be updated so materials are available related to the unique characteristics of this population, such as underachievement or perfectionism.

Strategy IV.1.B: Materials will continue to be available on the WOGI website to guide parents in understanding the unique social and emotional characteristics of a gifted child.

Related Resources Available 2010	Available 2011
Gifted endorsement module, *Guidance and Counseling for the Gifted* – revised 2007	
FDOE gifted education webpage resources	
Workshop for parents (WOGI sponsored)	
WOGI website link for parents, includes Q&A column and podcast series	

Indicator IV.2: Currently consultation is the most common service provided for students in grades 9-12 who are gifted and those services shall be more carefully defined to establish consistency in service to lower the number of gifted student dropouts.

Strategy IV.2.A: A clear definition of consultative services will be provided by the state to include dropout prevention to ensure gifted students remain in school.

Strategy IV.2.B: Guidance and counseling strategies and consultative services for secondary gifted learners will provide support for students to ensure appropriate and rigorous course options are made available specific to their needs.

Strategy IV.2.C: The state will survey districts to determine intent and purpose of the consultative services provided.

Gifted Dropout Data*

	2006-07	2007-08	2008-09
Gifted dropouts	704 students 2.3%	473 2.0%	396 1.9%

*FDOE data

District Report of Dropout Strategies (August, 2010 survey)

	2009	2010	2011
District tracks gifted dropouts		3%	
Consultative service for 9-12 gifted (see program options) Focus: TBD	unavailable	12,850 students	

Goal V Criterion: Program Administration and Management

The state will provide a template to guide each district in development of their plan for addressing the needs of students identified as gifted.

Indicator V.1: There will be an increase each year in the number of districts developing and implementing a plan for gifted.

> Strategy V.1.A: Technical assistance and materials will be provided through WOGI workshops to support districts electing to develop a plan for gifted.
>
> Strategy V.1.B: The state will provide a template (see Appendix A 4) for use in development of the district plan.

Gifted District Plans

	2010	2011
Districts that have a gifted plan	9	
District personnel attending regional WOGI workshop for plan development Fall 2010	37	

Indicator V.2: The state currently asks each district to designate a contact to coordinate programs and services within the district and to collaborate with the FDOE. There will be an increase in the number of these contacts who have the gifted endorsement.

> Strategy V.2.A: Districts will be surveyed annually to determine the endorsement status of the designated coordinator to provide leadership for the gifted program.

District Report (August, 2010) of Gifted Program Management

	2010	2011
District contact gifted endorsed prior to 2000	48%	
District contact earned endorsement since 2000	14%	
District contact currently working on endorsement	7%	
Gifted status not available for district contact	31%	

Indicator V.3: Because educators, parents and the community share responsibility for the continued academic growth of gifted learners, districts will be encouraged to designate an advisory support group to provide feedback related to the gifted program and services. (This aligns with Goal II).

> Strategy V.3.A: FDOE will survey districts to identify those with a gifted advisory/support group.
>
> Strategy V.3.B: Districts completing the Self-Assessment Tool will indicate the make-up of the group members to reflect stakeholders in the district.

Indicator V.4: There will be an increase in participation in the application process for gifted competitive grants to encourage collaboration with the community and higher education facilities.

> Strategy V.4.A: Materials will be provided to districts to serve as a guide in preparation of the application for each program.

Applications Received for Gifted Grants

	2009	2010	2011
Collaborative Curriculum Challenge Grant	34	9	
Governor's Summer Program	22	5	11

Goal VI Criterion: Professional Development

The state will ask districts to report data relative to educators who work with gifted students to ensure they are appropriately certified and endorsed and provided with current training specific to gifted education and all teachers have training on the characteristics of gifted learners.

Indicator VI.1: Gifted education continues to be a teacher critical shortage area. The number of teachers with appropriate endorsement who provide service for gifted students will increase.

        Strategy VI.1.A: Districts will be asked to report teacher endorsement data annually.

        Strategy VI.1.B: The endorsement courses will continue to be offered as an online option through WOGI, intended particularly for teachers in districts where the courses might not otherwise be available.

Gifted Teacher Supply and Projected Shortages *

	2009	2010	2011
Florida teacher endorsement course completers	25	27	
Projected number of positions to fill	77	130	
Projected need	32%	21%	

    *FDOE data: http://www.fldoe.org/evaluation/doc/crithire2011.doc

District Report (April 2010 survey) of Teachers Providing Gifted Service

	2010	2011
Teachers currently fully endorsed	85%	
Teachers currently out of field	15%	

Indicator VI.2: There will be an increase in the number of districts reporting professional development opportunities to increase awareness of gifted student characteristics.

        Strategy VI.2.A: Materials will continue to be available on the WOGI website for use in training educators in gifted awareness and instructional strategies. .

        Strategy VI.2.B: Districts will be asked to report training using these materials to ensure general educational personnel are provided information relative to gifted.

Indicator VI.3: There will be an increase in the number of districts indicating they provide professional development specific to the needs of teachers who work with gifted students, including training in content areas for which they are responsible.

        Strategy VI.3.A: Tools and materials for use in professional development specific to gifted will be made available.

        Strategy VI.3.B: Districts will be asked to report training specific for gifted.

        Strategy VI.3.C: An annual Institute will be available to district coordinators to provide updates on current issues of significance that could provide subsequent professional development materials.

        Strategy VI.3.D: The annual Workshop for Teachers New to Gifted will continue to offer topics relative to supporting educators of the gifted.

Strategy VI.3.E: State workgroups will be formed to research topics of interest as indicated in an annual needs assessment survey conducted by FDOE. Each group will be composed of educators who will research the topic for best practices and present a summary product to be disseminated to all districts. (District report to WOGI 2010)

Professional Development Specific to Gifted Education

	7/1/2009-6/30/2010	7/1/2010-6/30/2011
Teachers completing online endorsement courses through WOGI	137	
Districts participating in WOGI online courses	27	
Districts offering professional development with WOGI materials (*Frameworks*, EP development, differentiation)	8	
Number of participating educators	1020	
WOGI workgroups	6 Acceleration, Course Code Directory, Differentiated Instruction, EP Development, RtI for Gifted, Using Data	
Districts represented on work groups	23	

District Report of Professional Development (PD) Provided by Districts

	August 2010 survey	
PD for all teachers of the gifted is offered more than once a year	38%	
Annual PD is offered for all gifted teachers	9%	
PD is provided for some teachers and they train peers	11%	
PD is available one-on-one as needed for new teachers of gifted	40%	
No gifted specific training is available. Gifted teachers may take part in other PD opportunities	53%	

Professional Development Available Through FDOE -WOGI Project

	7/1/2009-6/30/2010	7/1/2010-6/30/2011
Districts Participating at WOGI Institute Keynote: Best Practices in Gifted Education	42	
University and consortia participants at Institute	5	
Registration for Workshop for Teachers of Gifted Keynote: Differentiating Instruction using the *Florida Frameworks*	180	
Districts represented at Teacher Workshop	28	

Goal VII: Program Evaluation

The state will provide a Florida School District Self-Assessment Tool for district use as a means of documenting progress in providing appropriate programs and services.

Indicator VII.1: Districts will implement the Florida School District Self-Assessment Tool beginning in 2011.

> Strategy VII.1.A: Technical assistance will be provided at WOGI regional workshops to guide implementation of the Self-Assessment Tool.
>
> Strategy VII.1.B: WOGI will provide a keynote presentation on program evaluation at the 2011 Institute to provide further support in the significance of program evaluation on the improvement of programs and services for gifted students.
>
> Strategy VII.1.C: FDOE will provide guidelines for district use in implementation of the Self Assessment and program evaluation.
>
> Strategy VII.1.D: Assessment Summary results will be posted on the FDOE website to increase awareness of the determination of districts to appropriately meet the needs of gifted learners.
>
> Strategy VII.1.E: Comments will be compiled from districts' Self-Assessments, to determine the effectiveness of the tool and indications of the impact on future programming and services in the district.
>
> Strategy VII.1.F. FDOE will compile feedback from participating districts to guide subsequent steps in future program evaluation.

Resource Guide

For the Education of

Gifted Students

in Florida

Acknowledgements

Resource Guide for the Education of Gifted Students in Florida

Table of Contents

VIII. Appendix

    A. Forms and Checklists
        1. Twelve Traits of Giftedness
        2. Assessing the EP for Students who are Gifted
        3. Florida School District Gifted Program Self-Assessment Tool
        4. District Plan for Gifted Education template
    B. Common Terms in Gifted Education
    C. Resources
        1. References
        2. NAGC-CEC Teacher Standards
        3. State Board of Education Rules Relevant to Gifted
        4. NAGC Pre-K-Grade 12 Gifted Programming Standards
        http://www.nagc.org/index.aspx?id=546

Introduction

"The most serious societal threat to the cultivation of giftedness occurs when excellence of performance or production is no longer deemed a standard." Abraham Tannenbaum

Florida Department of Education's Mission

The Florida Department of Education's mission is to increase the proficiency of all students within one seamless, efficient system, by providing them with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities, and to maintain an accountability system that measures student progress toward the following goals:
- Highest student achievement
- Seamless articulation and maximum access
- Skilled workforce and economic development
- Quality efficient services

Florida Department of Education Vision

The Florida Department of Education is committed to changing the culture of our schools from PreK to postsecondary by raising the ceiling and raising the floor to better enable our students for success in the 21st century.

Florida's Next Generation Pre K-20 Education Strategic Plan

- Strengthen foundation skills
- Improve quality of teaching in the education system
- Improve college and career readiness
- Expand opportunities for postsecondary degrees and certificates
- Improve K-12 educational choice options
- Align resources to strategic goals

Educating all children includes identifying appropriate practices for Florida youth who could, should, and would benefit from gifted programs and services.

Educators who work with gifted students provide an appropriately challenging learning environment with opportunities to impact the talents of these students. In the school district, parents, school boards and community members partner in the responsibility for providing support and resources for youth with exceptional abilities and potential.

These activities can succeed only with the joint commitment of teachers, parents, school administrators, policymakers, and students who support improved academic opportunities.

Florida's Definition of "Gifted"

A student is determined to be eligible for gifted service as defined by current state rule, Rule 6A-6.03019, FAC, *Special Instructional Programs for Students Who Are Gifted.* This rule states that a gifted student is "one who has superior intellectual development and is capable of high performance." The minimum evaluations for determining eligibility are: need for a special instructional program, evidence of characteristics of the gifted, and evaluation documenting intellectual development. In addition, districts may develop a plan to increase the participation of students from under-represented groups in programs for the gifted. The plans must be approved and must include evaluation procedures to document the minimum evaluation requirements. For the purpose of the rule, under-represented populations are defined as groups who are Limited English proficient, or who are from a low socio-economic family.

Any student may be nominated as a potential candidate for gifted services. Following the completion of assessment and evaluation, a team will convene to review the evaluations and determine the student's eligibility based on state criteria for eligibility for gifted. If the student is determined to be eligible, written consent for placement must be obtained from the parent before the student may receive gifted services. A parent may request that services not be provided at the current time. Once determined eligible for gifted services, a public school student is eligible to receive services any time during K-12. If the student does not meet state criteria, he/she is determined ineligible for gifted services at the current time.

I. IDENTIFICATION OF GIFTED LEARNERS

"The search for giftedness is to find children in our schools who "because of their exceptionalities that affect their ability to acquire and process information are ill served by the regular grade level curriculum." J.H. Borland

Determination of whether a student meets eligibility requirements for gifted service is founded on establishing how we define giftedness. While millions of students are considered gifted and talented, interpretations regarding eligibility requirements for receiving service vary from one state to another.

Florida's current definition requires an individually administered, standardized test of intelligence, thus making IQ testing one component of eligibility. It is widely accepted that the IQ is a standardized and objective means without bias to measure verbal reasoning, quantitative reasoning, abstract/visual reasoning, and memory. The average composite IQ score at any age is 100, with a standard deviation of about 15, depending on the instrument manual. A score of 130 is therefore two standard deviations above the mean, as currently required by rule. Districts have the option of developing an alternative plan for underrepresented populations.

A. Procedures for Nomination, Screening, Referral and Evaluation

There are typically four steps in the process of identifying potentially gifted students and determining eligibility for gifted services. Steps leading to the determination of eligibility are nomination, screening, referral and evaluation (refer to chart on following page).

Step 1: A nomination may be made by a parent/guardian, general education teacher or other school personnel, community members or self or peer nomination. Nomination indicates a request that the student be considered as a potential candidate and initiates the process of compiling information about the student. Nomination procedures assume parents and teachers have adequate awareness of gifted education and the identification process and information relative to characteristics of gifted students, including underrepresented populations in the district. There are a variety of ways to address this including: brochures, website information, teacher awareness of gifted characteristics, parent meetings, letters to parents, presentations to school boards and PTA groups, curriculum night information, back to school night, newspaper ads, or a district handbook. (See Appendix A1: *Twelve Traits of Giftedness*)

Step 2: Screening provides a measure to identify those students who might be referred for an individual evaluation. Screening may be done with individual students or with groups of students. Local districts have discretion in decision-making about determining a process for increasing representation of underrepresented populations by assessing data about participation at individual schools as well as the district as a whole. Most districts view screening as a way to distinguish a student's potential for eligibility. Districts may set a cut-off score for the screening to reflect a student's performance. Screening should include a review of existing data and information about the student. The district should actively search for referrals among typically underrepresented populations.

Determining Eligibility for Gifted Services

Step One: Nomination
Parent/Guardian, teacher or other school personnel, a community member or student may nominate a candidate. This initiates the process of compiling information to determine eligibility.

Step Two: Screening
The district has discretion in determining the screening process. Individual or group assessments or compiled data may be used. The screening should include all students who have the potential to evidence aptitude and achievement. Screening is likely to include a checklist of gifted characteristics.

Student does not achieve screening criteria measures.

Student meets screening criteria.

Parent is notified student did not meet screening criteria.

Step Three: Referral
Student is referred by district staff for individual evaluation with parent consent.

Step Four: Intellectual evaluation is administered by psychologist.

Score is below state rule requirement.

Score indicates potential eligibility.

Does student meet district's alternative plan for underrepresented populations?

Team of educators reviews all information about student to determine eligibility and plan for EP development meeting.

No

Yes

Parent is notified student is not eligible at this time.

The screening process may include one or more of the following as determined by district policy:

- A test of intellectual ability
- Review of school, district, or state assessments
- Review of grades over a period of two or three years
- Student interview
- Formal or informal observation of demonstrated performance
- Gifted characteristics/behaviors checklists
- Review of portfolio of student class work and/or achievements
- VPK assessment or school readiness screenings

Some instruments commonly used for screening include:

- Cognitive Abilities Test (CogAT)
- Gifted and Talented Evaluation Scales (GATES)
- Gifted Evaluation Scale (GES)
- Gifted Rating Scale (GRS)
- Kaufman Brief Intelligence Test – Second Edition (K-BIT-2)
- Kingore's Inventory
- Naglieri Nonverbal Ability Test (NNAT)
- Otis-Lennon School Ability Test (OLSAT)
- Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS) Screening Assessment for Gifted Elementary Students (SAGES)
- Slosson Intelligence Test (SIT)

Step 3: A referral is the official request for an individual evaluation of a student who shows indications of needing gifted education services, often based on the screening process. The school staff initiates the formal move toward an individual evaluation. The *Procedural Safeguards for Students who are Gifted* will be provided to the parent/guardian. If the parent/guardian gives written consent, the student should be individually evaluated.

Step 4: An individual intellectual evaluation is required to determine eligibility for gifted service. A licensed/certified school psychologist will provide an individually administered, intellectual evaluation. The parent/guardian may choose to have the independent intellectual evaluation administered by a private licensed/certified psychologist at his/her own expense. The district shall consider the results of this independent evaluation in terms of whether it aligns with other data about the student.

An individual evaluation is a way of collecting information about a student's learning needs, strengths, and abilities. It is used to make decisions about whether a student is eligible for service. No decisions about services can be made until after the individual evaluation is completed and reviewed. Some districts have a policy regarding re-testing if the student is determined ineligible and may require a specified waiting period before repeating the process. The district maintains data for use in reassessing students who are referred more than once.

The evaluation instruments in the Special Programs and Procedures (SP&P) document is a representative list of individually administered, standardized instruments used in conducting

comprehensive evaluations. The document indicates districts "are not limited to, or required to use, the instruments included in this section." The procedures section provides guidance for the district in selecting evaluation instruments; however, districts may elect to use other instruments as long as these are selected and administered in accordance with Rule 6A.6.0331, FAC.

During the individual evaluation step, information will be gathered to determine if the student is eligible for gifted services. This information will include the individually administered, intellectual evaluation and a standard gifted characteristics checklist to be completed by a teacher familiar with the student. A checklist may also be done by parent/guardian/others as directed by district policy. In addition, the team may wish to consider other factors in determining a need for service, which could include:
- Review of state or district assessments
- Student interview
- Formal or informal observation
- Review of portfolio of student class work and/or achievements

The psychologist will select the intellectual evaluation for the student based on the district's Policies and Procedures for the Provision of Specially Designed Instructions and Related Services for Exceptional Students (SP&P) to ensure nondiscrimination. It is recommended that the test administrator attend the initial educational plan (EP) meeting to discuss implications of the test scores with the team participants and guide development of the initial EP to ensure it is written to specifically address the student's giftedness

Commonly used individually administered, standardized assessment instruments include:
- Comprehensive Test of Nonverbal Intelligence (C-TONI)
- Differential Abilities Scales (DAS-II)
- Kaufman Assessment Battery for Children (KABC –II)
- Naglieri Nonverbal Ability Test, Individual Administration (NNAT)
- Ravens Progressive Matrices – Colored (CPM) and Standard Progressive Matrices (SPM)
- Reynolds Intellectual Assessment Scale (RIAS)
- Stanford-Binet Intelligence Scale– Fifth Edition (SB5)
- Stanford-Binet Intelligence Scales for Early Childhood
- Test of Nonverbal Intelligence -3 (TONI-3)
- Universal Nonverbal Intelligence Test (UNIT)
- Wechsler Preschool and Primary Scale of Intelligence, Third Edition (WPPSI-III)
- Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV)
- Wechsler Intelligence Scale for Children-Fourth Edition Spanish (WISC-IV Spanish)

A significant consideration is the use of part scores or the standard error of measurement (SEm). A technical assistance paper from the Florida Department of Education, *Standard Error of Measurement*, is available at http://www.fldoe.org/ese/pdf/y1996-7.pdf. A second technical assistance paper, *Use of Part Scores with Tests of Intelligence*, available at http://www.fldoe.org/ese/pdf/y2005-9.pdf, provides further guidance.

Personnel trained in gifted education and/or with an understanding of the special needs of gifted learners should meet regularly to determine eligibility of potential candidates. If the student does not meet eligibility as required in state rule, the team of professionals might then consider whether the student might be eligible under their alternative plan (referenced as Plan B due to placement in Rule 6A-6.03019, FAC, *Special Instructional Programs for Students Who Are Gifted* part (2)(b) for increasing representation of students who are considered under-represented in gifted if their district has such a plan that has been state-approved. For this purpose, the rule currently defines under-represented groups as those who are limited English proficient or who are from a low socio-economic status family. The intent is to foster and support students who are English-language learners or those from economically disadvantaged backgrounds who may not have been exposed to the types of experiences necessary to acquire knowledge.

Consideration in these cases should be given to:
- Specific aptitude as well as general intellectual ability. Many students are not identified as gifted but indicate a high potential or high ability.
- Multiple criteria and instruments at the relevant level for screening and identification. The use of multiple criteria improves the chance of recognizing students who excel in a subject or specialized area. Teachers looking for talent and potential are more likely to observe it in reviewing work portfolios and student records and by tracking student interests and abilities.
- Use of instruments sensitive to underrepresented populations, such as non-verbal assessments.
- Universal screening at all relevant levels of the K-12 continuum, specifically at least twice in elementary –primary and intermediate; at parent or district request, and additionally, after annual review of those students scoring at level 5 on FCAT, or other times as indicated in the district's SP&P.
- Teachers should be trained on the use of checklists that focus on gifted student behaviors indicative of general intellectual ability and specific aptitude areas in varied cultures.
- Some students identified as gifted may also be learning-disabled, physically handicapped, behaviorally disordered, or underachieving.

English Language Learners

Nonverbal assessments may provide a more equitable method of assessment for a measure of ability and achievement. The EP team participants shall consider the special needs of students whose potential may be masked by their limited English proficiency. When the parent/guardian is not fluent in English, it is important to provide an interpreter while the EP is developed. Recommendations of the EP team should take into consideration the student's language and culture.

Suggestions for district leaders in gifted education:
- Strive for proportionate representation from all groups of the local population. Consider students raised with economic restrictions, ethnic/cultural differences, gender, rural demographics, twice exceptional, and highly gifted. Compare the gifted representation to the total population of the district. If current nomination and screening methods are not

effective in identifying students from special populations, consider alternative assessment tools or strategies.
- Collaborate with the English Language Learner (ELL) staff to identify strategies that may be effective for this population.
- Provide training for all educators on recognizing the characteristics of the gifted. When general education teachers are asked to complete the checklist, have they been trained on what criteria to consider and what behaviors might be expected?
- Be proactive in screening students rather than waiting for nomination or referrals. Review school, district and state test scores and track student progress.
- Consider forming a team of professionals to review student records on a regular basis.

Transfer Students

Within-state
A gifted student who is transferring from one Florida public school district to another and who has a current EP must be provided service. If the EP has expired, the receiving district will need to initiate a new one. The EP should be reviewed and revised as determined necessary by the receiving district based on current needs of the student.

From Out of State
Procedures for consideration of a transferring gifted student include the following:
- If there is evidence that the student was determined eligible in another state and was receiving gifted service, the district should consider whether the student would meet Florida eligibility criteria. The district would determine eligibility for permanent assignment based on the continued needs of the student, and whether the student does or does not meet exit criteria.

It is significant to keep in mind when determining eligibility that many other states define gifted with different criteria so it is necessary to assess the eligibility criteria to ensure alignment with Rule 6A-6.03019(3), FAC.

Interstate Compact on Educational Opportunity for Military Children - Changing schools can be an ordeal for military families and military children. Education curriculum and education requirements can vary tremendously between states and between school districts. The 2008 Legislature created a section in Florida Statute authorizing the Governor to execute the Compact, and the rules became effective January 1, 2010, and were reauthorized May 11, 2010. Okaloosa County developed a matrix to serve as a guide in implementation. For more information go to http://www.fldoe.org/military/.

The Compact assures that the receiving state school shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in like programs in the sending state. Such programs include, but are not limited to: 1) gifted and talented programs; and 2) English as a second language (ESL).
- The receiving school may perform subsequent evaluations to ensure appropriate placement and continued enrollment of the student

To make a determination of eligibility, the evaluations required by Rule 6A-6.03019(3), FAC, must be conducted if the previous data are more than three years old.

The district may elect to consider the student as being nominated for gifted and follow the steps to initiate consideration for service in Florida.

B. Determining Need for Service

Rule 6A-6.03019 FAC, *Special Instructional Programs for Students Who Are Gifted*, specifies that a student must evidence a need for a special program and expands that in section (3) to state "need for a special instructional program." The EP team makes this determination based on all information compiled and presented to the team. The team may consider test scores and evaluation data and feedback from the general education setting including: class performance, feedback from the parent, information from the checklist, indication that the student is capable of performing at a higher level of conceptualization and perception based on assessments and/or observable divergent behaviors, distinguishing awards or recognitions.

C. Exiting Gifted Service

There may be occasion for an eligible student not to receive gifted services. Some of the more common reasons:

- A parent may elect to have the student remain in the current educational setting.
- General academic programs for Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education Program (AICE), honors or other advanced courses may meet the student's current academic needs. This would be a decision of the EP team. The team would then determine whether the student has further needs, such as goals to address characteristics of the gifted, including perfectionism, underachievement, or social-emotional concerns that warrant unique service. In such cases, the EP would indicate the student's academic needs are currently being met through general education programs, and the goals would specify the related service to be provided. Typically, such service is monitored through consultation. The level of consultation would be determined by the EP team based on the student's individual need.
- Before considering withdrawal of a student from gifted service, the EP team convenes to discuss the decision and determine whether there will be a need for other support.
- Once identified as eligible, a student may resume service at any time. In such cases the EP team would convene to determine the current needs of the student and to develop new goals.

II. PROGRAM DESIGN/SERVICE DELIVERY

"The significant problems we face cannot be solved at the same level of thinking we were at when we created them." – Albert Einstein

A. Developing an Educational Plan (EP)

An educational plan (EP) is a plan written for each student who is identified as eligible for gifted education services. EPs are developed for students identified solely as gifted.

The EP describes the student's educational needs based on the strengths of the student and the services that will be provided to supplement and build on the basic academic state standards to ensure the student continues to make gains. School districts have the responsibility to provide students who are gifted in grades K-12 with an EP to ensure the student has a free and appropriate education (FAPE). The contents of the EP should provide detailed information that is useful to the student, school personnel and to the parent/guardians.

An EP must provide:
- A statement of the individual student's present levels of performance which may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum, results of the student's performance on class work, district and state assessments, school grades, and evaluation results;
- A statement of measurable goals, including benchmarks or short term objectives.
- A statement of the specially designed instruction to be provided to the student.
- A statement of how progress toward the goals will be measured and reported to parents; and
- The projected date for the beginning of services, and the anticipated frequency, location, and duration of those services.

Considerations in EP development, review and revision, include:
- The strengths of the individual student and needs resulting from the student's giftedness;
- Results of recent evaluations and assessments that provide a gauge for determining where the student is currently performing; and
- For limited English students, special language needs as they relate to the EP.

The focus of the EP should be on the student's giftedness and the strategies necessary to ensure the individual student continues to make continual student progress and learning.

> The EP for each individual student may be developed or revised at a minimum at least every three years for students in K-8, at least every four years for students in grades 9-12 and when a student transitions to a higher level (elementary to middle and middle to high school). These are outside timelines, and the EP team should make a decision about when to reconvene based on the needs and goals for the individual student. A parent/guardian or the school may request a review of the plan at any time to assure the student is provided an appropriate education. It is expected that the EP team will determine when they need to reconvene to address the student's progress. For a student receiving full-time or full-class

service, the meeting will likely need to be scheduled within a year to determine whether the plan has been effective and whether the student has accomplished the current goals.

Before the student begins to receive services, a meeting must be held to write the EP. The EP team should include the following, as stated in Rule 6A-6.030191, FAC:

- **The parent/guardian of the student.**
- **At least one teacher of the gifted program.**
- One regular education teacher who can provide input about the levels of performance in the general curriculum.
- A representative of the school district who is qualified to provide or supervise the provision of specially-designed instruction to meet the unique needs of the student, and is knowledgeable about the general curriculum and the availability of resources of the school district.
- **An individual who can interpret the instructional implications of evaluation results.**
- Other individuals who may have knowledge or special expertise regarding the student at the discretion of the parent/guardian or school district.
- The student, as appropriate.

If the primary language of the parent/guardian indicates a need for an interpreter, one should be provided.

In cases where the general education teacher is at a school other than where the student receives gifted service, the general education teacher may provide information in writing to inform the EP team about assessments and indicators of the student's current levels of performance to guide decisions about service.

The school district must notify the parent/guardians before each EP meeting in writing. The written invitation serves as informed notice and contains the date, time and place for the meeting, the reason for the meeting, who has been invited, and the fact that the parent/guardians may invite anyone to the meeting who has pertinent information about the gifted student. The district will also provide the parent/guardians with a copy of the *Procedural Safeguards for Exceptional Students Who Are Gifted*, which explains the legal rights of the parent/guardian, regarding the gifted education process.

The educational plan contains the following information to be discussed at the EP meeting and written into the plan:

- Present levels of performance - which is defined as statements of a student's performance in academic, social, emotional, or other areas including demonstrated skill mastery grade levels. End of the year tests could serve to indicate levels of performance in content areas. The statement of the student's present level of educational performance is the cornerstone of the EP. The purpose of the statement of present levels is to determine how the student is currently performing. It provides unbiased data from a variety of sources to identify the strengths of the student and guide decisions about educational needs.
- Pre-assessment to determine levels of performance guides development of the goals for the student, including benchmarks or short term objectives - individualization should be

15

focused on skill performance mastery, data collection, and criteria for determining evidence of mastery for the student.

- The student's strengths - which may include learning styles, characteristics, test scores or interest area(s).
- Results of recent evaluations - to be used to establish base-line data.
- Description of how the student's progress toward the goals will be measured and when the parent/guardian will be informed of the student's progress toward the goals.
- Gifted education services - including participation in regular education programs.
- Initiation, duration, frequency, and location of services specifying the contact time spent with gifted peers.
- Signatures of attendees.

Present levels of performance specifically reference how the student is performing in classes. The data presented to the team should indicate educational performance for the last one or two years, pertinent information, work, and formal or informal assessments that document priority educational needs to ensure the student will continue to make academic progress.

An appropriate way to determine service for a student is to ask "How is this student gifted?" and provide service to meet those educational needs. All students who are gifted are not gifted in all areas. As for other ESE areas, it is understood that the range of disabilities in a district are likely to vary widely with a range of services. In the same way, students who are gifted are likely gifted in different ways. If a limited continuum of service is available, the task is to then determine how best to meet the needs of the learner.

The parent/guardian receives a copy of the EP. The EP should be accessible to each teacher responsible for implementation. In addition, each teacher of the student shall be informed of the specific responsibilities related to the implementation. The EP must be implemented as soon as possible after the EP meeting. An EP must be in effect before specially designed instruction is provided for the student. The teacher(s) of the gifted student would be responsible for implementation of the EP.

Gifted students benefit from being grouped with their intellectual peers for a significant part of their instructional day, so this should be a consideration of the team.

Gifted education should be based on the unique needs of the student, not the student's classification.

See Appendix A2 for "Assessing the Educational Plan (EP) for Students who are Gifted," which provides a guide to development of a significant EP.

B. Guidelines for Placement/Program Design

Once it is determined that a student is eligible to receive service, the educational plan (EP) team will meet to determine what steps to take to ensure an appropriate education to meet the needs of the student. The EP team is responsible for ensuring a meaningful connection between identification and the service to be provided so the student continues to make gains.

Students identified as gifted receive services through different types of service delivery models. Service refers to what a gifted student receives that differs from non-gifted students. The district determines which models to use and the frequency of services as guided by the EP team's determination of appropriate services for the student.

Continuum of Appropriate Service Delivery Models

Service for students should be provided through a defensible program that offers meaningful content, learning opportunities employing higher-level thinking skills, and advanced skills to foster the intellectual growth of the student. Because gifted students are exceptional education students, they require a qualitatively different education that is not typically available in the general education classroom. As no single service delivery option meets the needs of all gifted students, the district should offer multiple service delivery options.

"An effective approach to programming for gifted learners should be seen as a combination of three elements: accelerative approaches, in which instruction is matched to the competence level of students; enrichment approaches, in which opportunities for the investigation of supplementary materials are given; and individualization, in which instruction is matched specifically to the learner's achievement, abilities, and interests." (Feldhusen, 1998)

Courses cited as **Gifted (advanced academics)** in the Course Code Directory are designed to meet the needs of students who have met state eligibility criteria. Programs for students who are gifted should encompass instructional and related services that provide significant adaptations in curriculum, methodology, materials, equipment, or the learning environment (Rule 6A-6.0311, FAC). Gifted students learn at an accelerated pace which requires a need to explore topics in depth which could be accomplished with options that might include cluster-skill grouping, curriculum compacting, contracting, original research, independent studies, or special classes.

Service may be provided in a variety of programs:

1) Gifted /Self-Contained Class (K-12) – Advanced Academics/Gifted Course Code
- The teacher of the gifted provides total instruction in these models in which <u>all</u> of the students have met gifted eligibility.
- Content and pacing should be differentiated to the degree that activities are clearly intended for students evidencing a need beyond the general curriculum as indicated by their individual EP.

Full-time classes or programs offer an opportunity for the teacher to adapt the curriculum to provide rigor and challenge in the content areas. Knowing that all students have met eligibility requirements ensures that the teacher might preassess and practice curriculum compacting and other instructional strategies to nurture and support a more complex and integrated curriculum. Classes may have same or mixed grade levels.

2) Resource Room or Pull-out (K-6 - no course code)
- The setting is other than the general education classroom for the special instructional period.

- Curriculum should have an academic content-based foundation, and focus on activities as related to the EPs of the students.
- Content and pacing should be differentiated to the degree that activities are clearly intended for students evidencing a need beyond the general curriculum.
- The teacher of the gifted provides total instruction in these models in which all of the students have met gifted eligibility.

Resource Rooms or Pull-out programs allow gifted students to meet with intellectual peers to work on critical thinking and problem-solving skills, to address community problems or to work on challenging curriculum, such as Junior Great Books, Algebraic thinking, Invention Convention or simulations based on content areas. Enrichment programs (based on Renzulli's Enrichment Triad Model or the Purdue Three Stage Enrichment Model) are widely used in a resource room. Students are guided through independent investigations through in-depth concept development. Enrichment should be well-articulated and extend the regular curriculum by adding depth and rigor. Enrichment programs that keep learning on a superficial level (such as having activities without connection to a content area) may lose credibility for the program.

3) Advanced Content Class for gifted and non-gifted students (6-12) (general content course code)
- Students are grouped on the basis of achievement and interest in specific content area, and the class may include students who have and who have not been identified as gifted. The district may set criteria for class participation.
- The district should develop criteria for the course, showing clearly how the content, pacing, process skills emphasis, and expectations of student outcomes differ from other courses in the same content area.
- If the course is identified on the EP as providing the service for a student who is gifted, the gifted-endorsed teacher must clearly document in the lesson plans the differentiation provided as necessary to match the student's EP goals.

Self-contained content classes provide challenging and more in-depth work in a specific content area. It is important to ensure that students in these classes are placed because it is an area of personal strength rather than a placement because of the student's gifted status.

4) Cluster Grouping (general education course code)
- Identified gifted students with strengths in the same content area(s) placed as a group - typically three to six identified students with similar strengths - into an otherwise heterogeneous general classroom. If there are more than six students, more clusters could be formed based on their areas of strength.
- Classroom teacher has the gifted endorsement in addition to the required certification.
- The gifted-endorsed teacher clearly documents in lesson plans the curriculum modifications/differentiation for students who are gifted to address the EP goals.

Cluster Grouping may be an effective way to meet the needs of learners in situations where a small number of students need to be served and a full-time class is not warranted. In this

case, a cluster of students with similar abilities are grouped together with a teacher who then designs learning activities and projects to meet their needs.

5) Support Facilitation (no course code)
- The teacher provides services one-on-one. The teacher meets with an individual student or small group of students within a traditional classroom but **not as a co-teacher.**
- The teacher of the gifted provides support for the gifted students' achievement in the general classroom.
- Gifted-endorsed teacher, general classroom teacher, and the gifted student (as appropriate) collaboratively plan the development of challenging assignments that substitute for or extend core curriculum objectives to meet the needs of the student.
- The teacher documents curriculum modifications through (a) separate lesson plans, (b) time log of collaborative planning, and (c) individual student contracts.
- The teacher of the gifted may provide support facilitation by working and moving among two or more classrooms working with teachers and students identified as gifted as needed.
- Frequency and intensity of support varies based upon students' and/or educators' need for assistance. Services may include revised lessons, independent research or related activities for gifted learners.

6) Mentorship/Internship (secondary option)
- Gifted students work with mentors to explore career professions of interest.
- Gifted endorsed teacher supervises mentorship/internship experiences based on Course Number: 7965030, *Externship for Students who are Gifted.*
- An individual student contract should document (a) the work to be done, (b) learning objectives, (c) dates and amount of time the student will be participating in the internship/mentorship, (d) means by which student's learning will be assessed, and (e) responsibilities of the gifted education teacher and mentor.

7) Dual Enrollment/Virtual courses
- Individual gifted student EPs should document (a) reason(s) the student needs a more advanced curriculum than could be provided on the school campus, (b) learning objectives for the gifted student, (c) dates and amount of time (in segments) the student will participate in the joint enrollment arrangement, and (d) means by which the gifted student's learning will be assessed.

8) Consultation (9-12) (a service model with no course code)
- A teacher of the gifted meets regularly with students and/or teachers to plan, implement, and monitor instructional alternatives designed to ensure that the student who is gifted achieves successful accomplishment of gifted goals in Advanced Placement, Honors, International Baccalaureate or other academically rigorous programs.
- Teachers providing consultation are required to maintain a record of the students, teachers, courses, and services provided for students who are gifted as aligned with the student's EP goals.

Consultation is intended to support the student. A teacher of the gifted monitors the student's progress to ensure the gifted student achieves successful accomplishment of the gifted goals in the general education setting. The consultation teacher is required to maintain a record of the services as related to the EP goals. Consultation occurs at <u>least</u> once a month or more frequently as determined by the EP team for the needs of the student. The intent is for a student whose academic needs are being appropriately met in general educational programs and advanced courses to have a contact who ensures the student's specific EP goals are being addressed.

Appropriate Program Models

All students should be expected to master basic curriculum. Pulling a student from a content class to go to a resource center that does not address state standards with depth and complexity may prevent increased knowledge and skill development. All students are entitled to learn by receiving direct instruction at the necessary level. Typical instruction using grade-level materials is not likely to meet the needs of advanced learners. Children who have mastered the majority of the grade-level basic skills must be provided with advanced opportunities. VanTassel-Baska (1986, 1995) and VanTassel-Baska, Zuo, Avery, & Little (2002) studied experimental and control classes of students in grades two through eight across the country. Experimental classes were taught with a specially-created, integrated language-arts curriculum with high-level literary analysis and interpretation, persuasive writing, and linguistic competency. Results showed the experimental classes made significant gains on all assessments while the control groups showed no significant gains.

Levels of service could begin with modifying the curriculum in the classroom, special classes, enrichment opportunities, pull-out programs in a specific area of the student's strength. Opportunities for highly gifted students (usually considered those with IQs of 145 and above) may need a broader range of options or a more individualized approach to ensure continued academic gains.

Student assessment must match the program. Since gifted students are not universally gifted, the programs, too, should indicate those differences. A student whose level of performance indicates a predominant strength in math and mastery of grade-level standards would not be best served in a program that focuses on language arts or interdisciplinary units of study. The goals on that student's EP should indicate how advanced math instruction will be received using math skills in independent projects to ensure the student continues to make gains in mathematics. Continued motivation to learn comes with being successful when completing rigorous tasks, preferably with intellectual peers. Modifications could be provided through tiered assignments, flexible grouping, curriculum compacting, interest centers, higher levels of questioning and alignment with the goals of the *Frameworks for K-12 Gifted Learners*, planning progress for the student from the Know, Understand, Perform, and Accomplished levels, as appropriate.

Class size should align with all other content area classes if core content is addressed in the class.

Special programs with a history of success in meeting the needs of gifted learners include:

- **Magnet or special schools which** enable a district to pool resources at one site to meet student needs. The district provides transportation to the site.
- **Differentiated Curriculum** is referenced as a means of meeting the specific needs of the learner. Training for differentiated instruction should identify ways to differentiate for students with disabilities and strategies effective for differentiating specifically for the gifted. In a class with gifted and non-gifted students, the gifted teacher must indicate in lesson plans how the curriculum is differentiated for students who are gifted as required. When EP goals are student specific, the goals would be the factor in determining the necessary differentiation. An effective curriculum for gifted learners is a basic curriculum with modifications to meet the needs of students. Students who are gifted may learn more rapidly with far less practice and may be curious about exploring topics in greater depth. There should be sufficient time for self-directed learning and making more connections across topics, disciplines, events and cultures.
- **Individualized programs** can be appealing to students. Curriculum compacting when the student evidences mastery of basic benchmarks and standards, learning contracts, or selecting engaging materials at a higher level can be effective.
- **Special classes** could be appropriate for students with interests or talents requiring intense programming. AP, IB, AICE programs, honors courses, dual enrollment with a college, career education and virtual courses may provide an opportunity for the student to develop abilities and interests. The four courses in the Course Code Directory specifically for gifted students in grades 9-12 allow students to delve into a specific topic. For example, students may work with a mentor at the school or in the community through the externship program (Course 7965030); develop higher-order thinking skills and leadership in the Skills course (7963090); complete independent research methodology using primary and secondary resources to produce original documents (7965010); or practice sophisticated levels of communication and assess the humanities - fine arts and philosophy (7965040).
- **Academic Competitions and Programs** help students expand creative and critical thinking skills and develop leadership and teamwork skills and may be added to, but not be the total focus of the curriculum. Some of the more widely-known include Future Problem Solving (FPS), simulations, Junior Great Books, Odyssey of the Mind, Invention Convention, debate, 4-H, Junior Achievement, Math Olympiad, Knowledge Master, Science and History Fairs, chess tournaments and the Stock Market game. While secondary schools are more likely to offer extended options, teachers at the elementary level may need to be proactive in seeking programs for students.

The K-12 program for gifted learners must be comprehensive, structured, and sequenced between, within, and across grade levels. The district offers multiple service delivery options as no single service meets the needs of all gifted students.

The district should establish a protocol for assessing proficiency to guide decisions regarding appropriate service. Competence and skills should determine access to academic experiences rather than age. For example, the district may determine it is appropriate to accelerate a student who evidences mastery of grade level skills in one content area or to move the student to a higher grade if there is evidence of proficiency across content areas.

Results of the April 2010 survey indicate a wide range in frequency and duration of service. K-2 students, for example, may receive from one hour to 29 hours of service each week, while middle grades students may receive anywhere from less than one hour to as much as 27 hours per week of contact with other gifted students. *A Guide to State Policies in Gifted Education* (2007), referenced by Dr. Van Tassel-Baska, recommends minimum contact time be specified for a student to receive gifted service.

The recommendations are based on policies in that document:

K-2	four hours per week (or the yearly equivalent)
3-5	five hours per week (or the yearly equivalent)
Grades 6-12	one class-period duration or equivalent daily
Consultation 9-12	at least every two weeks

The district plan should specify an appropriate minimum amount of contact time to assure sufficient opportunity to meet the program's goals and objectives. Flexible grouping arrangements in all content areas and grade levels ensure that students learn with and from their intellectual peers. Early identification and intervention for all students and particularly for underrepresented populations of gifted learners are crucial in realizing and developing their full potential.

Secondary Programs

There are particular challenges in providing service for secondary gifted students. With most teachers having a preservice focus on content, there may have been minimal training in providing differentiated curriculum or instructional strategies to meet the needs of gifted learners. Adaptations within the curriculum may require further professional development in adapting the curriculum to meet the needs of these students for a challenging program.

Districts should consider the benefits of career and technical education for gifted learners. Benefits of these programs for the high-ability student include:
1. Rigor with relevance with integrated academics - Broad career areas identify knowledge and skills students need for success in the field.
2. A reason to learn - Learning experiences provide a purpose and meaningful choices.
3. Competition, teamwork, leadership, and recognition are fostered through Career and Technical Student Organizations (CTSO) - Within CTSO's, there are opportunities for personal commitment and real-world community involvement and experiences.
4. Reduced dropout rate - Students who report being bored or disengaged with school indicate classes are not interesting or meaningful. Career and technical education programs present real-world connections that can be motivating.

Honor classes, AP, IB programs, AICE, dual enrollment, career and technical programs and externships offer multiple options to meet student needs for academic challenge. Teachers for these courses who have the gifted endorsement are likely prepared to provide differentiation for students who are gifted. EP teams should consider what additional programs/services will be meaningful for the individual student to continue to make gains.

Guidelines:
1. Programming for gifted students must be an integral part of the school program and the general education school day.
   - Services for gifted students should supplement and build on the basic academic standards and the knowledge learned in general education classrooms.
   - Gifted students should be provided with curricular experiences at all grade levels to ensure continual student progress and learning.

2. Rather than a single program for gifted learners, a comprehensive K-12 program should provide a continuum of services.
   - The K-12 program for gifted learners must be comprehensive, structured, and sequenced between, within, and across grade levels.
   - School districts should offer multiple service delivery options as no single service meets the needs of all gifted students.
   - Options include ability or cluster grouping, self-contained full-time classes, honors classes, magnet schools, AP classes, etc.
   - Gifted students are included in flexible grouping arrangements in all content areas and grade levels to ensure that they learn with and from their intellectual peers.
   - Early identification and intervention for underrepresented populations of gifted learners are crucial in realizing and developing their full potential.

3. There should be an optimal match of student ability to program service and teacher expertise.

4. Curriculum in the gifted program should relate to and be aligned with the state content standards.
   - A well-defined scope and sequence is articulated for all grade levels and subject areas in the core curriculum.
   - The differentiated curriculum enables gifted students to meet or exceed state standards with development of critical and creative thinking, problem solving and research skills, advanced content and authentic products.
   - Teachers must differentiate, replace, supplement, compact, and/or modify curricula to facilitate higher level learning goals for the gifted.
   - A program of instruction should consist of advanced content and appropriately differentiated teaching strategies to reflect the accelerated learning pace and advanced intellectual processes of gifted learners.
   - Alignment processes should include acceleration of standards, providing greater complexity, deepening the challenge level, and providing creative opportunities.
   - Diverse and appropriate learning experiences must consist of a variety of curricular options, instructional strategies, and materials.
   - Instructional strategies should be inquiry-based and engaging to gifted learners.
   - The differentiated curriculum is provided with appropriate materials and technology.

5. Authentic assessment of gifted student learning should occur regularly.
   - Use of performance-based tools to assess learning should be employed in classrooms.

- Pre-testing enables the teacher to implement curriculum compacting, subject acceleration, flexible pacing, and other strategies to meet the needs of the student.
- Collection of portfolio artifacts may represent the accumulation of long-term high level skills.
- Standardized testing in core areas of the curriculum attest to gifted student growth (e.g., critical thinking).
- Above-level testing allows students to demonstrate what they know, as well as what they are ready to learn. Above-level testing is the most accurate assessment to prescribe appropriate curriculum for gifted students.

6. Acceleration should be an essential element of gifted curriculum and instruction.

   "The overwhelming research evidence in favor of acceleration makes the intervention a highly valued option for all schools. The evidence is compelling that for highly motivated gifted students acceleration must be an option; therefore, all schools need to have written policies that allow the possibility of the various forms of acceleration as an academic intervention for carefully selected high ability students." (2009 Colangelo. *Guidelines for Developing an Academic Acceleration Policy)*

   The 18 forms of acceleration and their definitions are listed and overviewed in Volume II of *A Nation Deceived*. They include:
   1. Early Admission to Kindergarten (See Section **1003.21**, (2) F.S. for guidelines)
   2. Early Admission to First Grade
   3. Grade-Skipping
   4. Continuous Progress
   5. Self-Paced Instruction
   6. Subject-Matter Acceleration/Partial Acceleration
   7. Combined Classes
   8. Curriculum Compacting
   9. Telescoping Curriculum
   10. Mentoring
   11. Extracurricular Programs
   12. Correspondence Courses
   13. Early Graduation
   14. Concurrent/Dual Enrollment
   15. Advanced Placement
   16. Credit by Examination
   17. Acceleration in College
   18. Early Entrance into Middle School, High School, or College

- A flexible instructional pace allows for accelerated learning, as appropriate. Accelerative opportunities should be provided for early entrance to first grade, middle, and high school; subject and grade skipping; and early matriculation to college.
- Learning opportunities should consist of an advanced continuum of differentiated curricular options, instructional approaches and resource materials.

- The district has developed a policy and procedures for acceleration. The Iowa Acceleration Scale may be a helpful tool for use in making a decision about whether acceleration is appropriate for the student. Information about the scale is available at www.accelerationinstitute.org .
- Specific acceleration options for high school students include: College Board's Advanced Placement Program (AP), the International Baccalaureate Program (IB), Advanced International Certificate of Education Program (AICE), Dual Enrollment and Early Admission, and virtual classes. While these are not gifted-specific services, it could be determined by the EP team that these classes meet the academic needs of the student.

7. Gifted programs should offer options within and beyond the core curriculum.
   - Independent study, competitions, and one-to-one mentorships should be considered program options.
   - Programs should include non-core areas of the curriculum such as foreign language and the arts as appropriate.
   - The gifted program should coordinate with Science, Technology, Engineering, and Mathematics (STEM) initiatives relevant to gifted learners.

III. CURRICULUM AND INSTRUCTION

"The cornerstone of education is the flexibility to recognize the needs of the individual child."

A Nation Deceived, volume 1

The curriculum is the core of service for students who are gifted and must be qualitatively different from the general education program as indicated in Section 1003.01 (3)(a), Florida Statutes, (F.S.). Section (3)(b) defines "Special education services" to mean specially designed instruction and such related services as are necessary for an exceptional student to benefit from education. The development of appropriate programming for gifted students must include core elements directed to the specific needs of the learners. Curriculum selected for use for gifted learners should be challenging and ensure that critical thinking and problem-solving are clearly a priority.

State Board Rule 6A-6.0311, FAC., states special programs for exceptional students will encompass instruction and related services which provide significant adaptations to meet individual learning needs of exceptional students. In addition, Section 1003.57, F.S., specifies each district school board- local education agency (LEA)- is responsible for providing an appropriate program of special instruction, facilities, and services for all exceptional students including diagnosis and evaluation; special instruction, classes, and services. (1)(e) specifies "A student may not be given special instruction or services as an exceptional student until after he or she has been properly evaluated, classified, and placed in the manner prescribed by rules of the SBE."

A. Curriculum Models

Florida's Frameworks for K-12 Gifted Learners provides guidelines supporting a challenging and rigorous curriculum that enhances the state standards. The goals of the Frameworks are defined by expected outcomes for gifted students. Each goal specifies the mastery expected by the time the student graduates:
- Goal 1 - The student will be able to critically examine the complexity of knowledge: the location, definition, and organization or a variety of fields of knowledge.
- Goal 2 - The student will be able to create, adapt, and assess multifaceted questions in a variety of fields/disciplines.
- Goal 3 – The student will be able to conduct thoughtful research/ exploration in multiple fields.
- Goal 4 – The student will be able to think creatively and critically to identify and solve real-world problems.
- Goal 5 – The student will be able to assume leadership and participatory roles in both gifted and heterogeneous group learning situations.
- Goal 6 – The student will be able to set and achieve personal, academic, and career goals.
- Goal 7 – The student will be able to develop and deliver a variety of authentic products/performances that demonstrate understanding in multiple fields/disciplines.

These goals are arranged by content (goals 1 and 2), process (goals 3 and 4), affect (goals 5 and 6) and product (goal 7). The Frameworks are available at http://www.fldoe.org/bii/Gifted_Ed/.

Learning opportunities should consist of an advanced continuum of differentiated curricular options, instructional approaches and resource materials. The classroom provides an atmosphere of inquiry and discovery, with emphasis on problem solving and reflection and critical thinking, rather than mere coverage of the content. Students should be required to stretch themselves to succeed, with a blend of individualized and group activities including contact with experts in the field. Gifted students often have deeper interest in a topic that may go beyond traditional classroom instruction or resources.

As outlined in the **Parallel Curriculum Model (PCM)**, the key to providing a qualitatively differentiated curriculum involves:
- Opportunities to learn the **core knowledge** (enduring facts, concepts, principles, and skills) within a discipline.
- Opportunities to learn about the numerous **relationships and connections** that exist across topics, disciplines, events, time, and cultures.
- Opportunities to **transfer and apply knowledge** using the tools and methods of the scholar, researcher, and practitioner.
- Opportunities for students to develop **intrapersonal qualities and develop their affinities** within and across disciplines.

The PCM addresses "ascending intellectual demand" to meet the needs of learners as they become more advanced, providing tasks that call for a higher degree of complexity and understanding and products calling for evidence of increased understanding.

The **Integrated Curriculum Model** (ICM) for Gifted Learners was developed by the Center for Gifted Education at the College of William and Mary. The development of exemplary curriculum frameworks and units of study for classroom use with high ability learners has been an emphasis at the Center. The curriculum is designed to respond to gifted learners' characteristics of precocity, intensity, and complexity through its three dimensions of advanced content, higher level processes and product development, and interdisciplinary concepts, issues, and themes. The ICM is comprised of three interrelated dimensions. The ICM has been translated into a curricular framework and teaching units in language arts, social studies, and science. More information on this model is at http://cfge.wm.edu/curriculum.htm.

B. Instructional Materials

District plans should assure that appropriate materials and resources are available to support the gifted program. Materials and resources for students who are gifted should align with and extend the content standards and provide opportunities to study topics in depth. Programming options should be available when a student demonstrates competence in a basic skill area. Gifted students should be allowed to make continuous progress by testing out of previously mastered material. Ability, achievement and aptitude tests may serve as a guide in determining the student's present level of development and where instruction should begin to ensure continued

learning gains. Decisions about instructional materials should be based on what the student needs to continue to make academic gains.

Cluster grouping may enable a group of advanced readers to select from above grade-level reading materials. The district should ensure appropriate instructional materials are available for providing rigor and challenge beyond the general curriculum, as stated in the identification rule. Some specific special materials being used include the William and Mary Curriculum for Gifted (based on the ICM referenced above), Junior Great Books, Accelerated Math (Renaissance Learning), MathCounts, Sunshine Math Superstars, and science resources listed at http://www.flbsi.org/pdf/Science%20resources.pdf. The primary consideration should be finding an optimal match between the student's ability and the appropriate instructional level.

Curriculum compacting allows teachers to streamline learning activities for students who demonstrate proficiency. When preassessment indicates achievement beyond the intended curriculum, the teacher may provide enriched and enhanced curriculum to provide challenge and enable students to move at a faster rate. The student who is gifted should have opportunities to explore topics in greater depth, draw generalizations, and work to solve real-world problems.

C. Grants Supporting Gifted

Collaborative Curriculum Challenge Grants

The Department of Education supports districts in developing curriculum for gifted learners. The Collaborative Curriculum Challenge Grant Projects are intended to enhance academic achievement of students who are gifted through the innovative redesign of instruction and meaningful collaboration. Each school district is eligible to apply for funds to initiate a redesign of instruction for students who are gifted. A summary of the results of prior programs is available from FDOE so a program may be replicated.

Program Year	Programs
2007-08	- Broward - Meeting the Needs of Gifted Students and Teachers - Escambia - Just Imagine - Flagler - A Quest in Archeological Findings - Hillsborough - Curriculum Revision - Miami Dade - Outdoor Science - Pinellas - Diverse Environment Network - St. Lucie - Technology for Middle Grades - Suwannee - Career Exploration for Middle School Gifted
2008-09	- Collier - Rigor Plus — for middle schools - Florida State University Lab School - Chemistry Integration - Highlands - Art Exploration - Lee - Gopher the Cache! - Marion - Water Wonderland (environment) - Miami-Dade - Physical Science/Physics Continuum - Orange - Forensic Fusion - Palm Beach - Puentes Al Mundo - Polk - Implementing the *Frameworks* (redesign of curriculum) - Volusia: Legendary Florida (integrated curriculum)

Program Year	Programs
2009-2010	- Alachua – Rural Globalization Through Technology - Brevard – Canine Commando Challenge - Broward – Bald Eagle Project - Hernando – Collaboration with the Community - Highlands – ENGAGE – Connections with the Community - Marion – Academy of Law and Government - Miami-Dade – Cultivating the Arts - Orange – Writing Through the Ages - Orange – Disease Detectives - Pinellas – Ancient Civilizations, Virtual Investigations: A 21st Century Collaboration
2010-2011	- Florida State University Lab – Space Technology and Engineering - Miami-Dade – The Gifted Program Exploring Science Project - Osceola – Fostering Opportunity and Renewal in Gifted Education - Volusia – Design Thinking: From Insights to Innovation

Governor's Summer Program

The district may choose to work with local institutions of higher learning to offer unique and challenging programs for gifted and high-ability students. The purpose of this program is to provide an opportunity for outstanding gifted and high-achieving students to participate in and use the resources of the universities, community colleges and colleges in the state of Florida during summer programs. Institutions of higher education, public or private, submit proposals to provide summer programs for gifted and high-achieving students entering grades 8-12. The goal is to use the academic strengths and unique instructional resources of the sponsoring institution to provide participating students with learning experiences not typically available in their secondary education programs. Often the programs offer dual enrollment course credit. The school district may work with a local facility to offer a program otherwise not available. A summary of past programs is indicated below:

Program Year	Programs
2007	- Brevard Community College – Mathematics - Daytona Beach Community College – Robotics - Florida Atlantic University – Engineering - Florida Community College at Jacksonville –Arts Institute - Manatee Community College – Science - Pensacola Community College – Codes - Seminole Community College – Striving for Excellence - South Florida Community College – Musical Theatre - University of Central Florida- Burnett Honors -Technology
2008	- Brevard Community College – Mathematics - Florida Atlantic University – Engineering - Lake City Community College –Anatomy and Physiology - Manatee Community College -STEM - North Florida Community College – Science - South Florida Community College –Germanic Literature/Theatre - University of South Florida at Tampa – Research
2009	Florida Atlantic University – Engineering

Program Year	Programs
	■ Florida Community College at Jacksonville – Aerospace ■ Manatee Community College – Sciences ■ Palm Beach Community College – Math and Science ■ South Florida Community College – Chinese literature and art
2010	■ Florida Institute of Technology - 2009 Governor's School for Space Science and Technology ■ Daytona State College – Motorsports ■ Florida Atlantic University – Engineering

IV. GUIDANCE AND COUNSELING

"Counseling gifted students and their families is one of the most challenging and rewarding functions for a counselor. Gifted students have tremendous variability not only in their cognitive capacity, but in their affective development. While there are clearly common themes to the social-emotional issues confronting gifted students, there are profound individual differences among gifted students..." Nicholas Colangelo

A. Differentiated for Gifted Learners

Students who are gifted need affective as well as cognitive growth. Section **1003.01** (3)(a), Florida Statutes (F.S.), defines an exceptional student as any student determined eligible for a special program in accordance with rules of the State Board of Education (SBE). Section (3)(b) defines "special education services" to mean specially designed instruction and such related services as are necessary for an exceptional student to benefit from education.

Appropriate counseling services might address issues related to characteristics of giftedness, including perfectionism, underachievement, exploration of cultural identity and value system issues related to identification, or social-emotional support. Technical assistance paper FY 2006-10, *Counseling as a Related Service* 312765 (http://www.fldoe.org/ese/pdf/), addresses this topic. An individual evaluation is sometimes required to assist the EP team in determining the need for related service. Related services are provided for gifted students through district funds.

Counseling and guidance services should be offered to gifted learners at all levels of programming.

- Teachers, parents, administrators, and services personnel should be provided with information and training regarding the characteristics of gifted students and their related socio-emotional development.
- Gifted teachers incorporate strategies to support affective learning in their classrooms.
- Counselors and others with specific training in the socio-emotional needs of gifted students should provide counseling and guidance services at all levels of schooling.
- Guidance and counseling services to meet the socio-emotional needs of gifted students are ongoing, K-12. Characteristics typical of the gifted learner provide some direction for the services: perfectionism, underachievement, lack of self-confidence of gifted girls, a tendency to be introverted, family emotional factors, and learning disabilities. Gifted children are aware that they are not like their age peers and may struggle with social adjustment.

Referrals are made to community resources/professionals for special needs as necessary

Academic planning and career planning should be provided by the secondary level.

- Curriculum that outlines services in academic development, career development, and personal/social development for gifted students should be developed and implemented.
- Gifted students should receive college/career exploration and development experiences throughout grades 6-12.

- Gifted students from low income backgrounds should receive guidance in selecting college opportunities and financial aid by grade 9.
- High performing students may become frustrated at having to select a major field of study or a career path when they have a wide variety of interests and skills and it becomes difficult to narrow that path. Appropriate guidance should be available. The middle school course for *Advanced Academics and Career Development* would be advised.

Social-emotional guidance services should be offered to underrepresented populations at all levels of programming.

- Gifted students who are at risk or who do not display satisfactory performance in regular or gifted classes should be monitored and provided with appropriate intervention services. Parents are provided information and support.
- Teachers, administrators, school services personnel, and parents/guardians are trained to collaborate in implementing intervention strategies for at-risk students. These intervention strategies can take place at home, at school, or in the community.
- Transition counseling services by teachers, counselors and administrators are provided and documented.

B. Support for Students with Special Needs

The Twice-Exceptional Student

An educational plan (EP) is a written plan developed for students identified solely as gifted. For gifted students who are also identified as having a disability, commonly referred to as being *twice exceptional,* an Individual Educational Plan (IEP) is written, unless it is a disability which is not eligible for special education through the Individuals with Disabilities Education Act (IDEA). Under those circumstances, a 504 plan might be appropriate. For a twice-exceptional student, the gifted goals are addressed on the IEP. A teacher of the gifted must attend the IEP meeting to provide input into the gifted goals for the student.

The largest percentage of twice-exceptional students are the gifted with specific learning disabilities. NAGC recognizes three types of students who could be identified as gifted learning disabled: 1) identified gifted students who have subtle learning disabilities, 2) students with a learning disability but whose gift has not been identified, and 3) unidentified students whose gifts and disabilities may be masked by average achievement (NAGC position papers). Identification may become difficult when the student is bright enough to be somewhat successful in the classroom despite learning disabilities.

The focus on these students is in three areas: appropriate identification, instruction and remediation for the disability, and a continuing need for social and emotional support and fostering the area(s) of giftedness.

While students who are gifted often show inattention symptoms in learning environments that are not sufficiently challenging, students with ADHD typically show inattention symptoms regardless of the environment. It is critical that diagnosticians be aware of the characteristics of

ADHD and how they can be present among the gifted population in order to prevent missed diagnosis or misdiagnosis (Webb et al., 2005).

In cases when a student who is gifted exhibits characteristics as a student with a disability, the student has rights outlined under IDEA 2004 and *Procedural Safeguards for Students with Disabilities*. All guidelines for the gifted goals on the IEP are consistent with the other goals including terms of reporting progress to parents/guardians. Some gifted students have a medical diagnosis that requires special accommodations in the general classroom setting, but the student does not have a disability. Those students may be considered for services with a 504 Plan. A gifted student may have an EP as well as a 504 Plan. A student who is gifted may not have accommodations unless the student has a 504 Plan.

Underachievers

It is important to consider underachievement as a factor in determining services for students. Underachievement may result when a gifted student exhibits behaviors that prevent the student from achieving their potential. Most commonly it is defined as a discrepancy between performance and an ability or achievement measure.

There are three types of underachievers: those with low grades and test scores despite indication of high ability, low test scores with high grades, and low performance despite high test scores in some subjects.

Gifted students who are at risk or who do not display satisfactory performance in regular or gifted classes should be monitored and provided with appropriate intervention services. Parents should be provided information and support.

Gifted Dropouts

Studies indicate that gifted students drop out for the same reasons other students do. They don't like school or are bored, they're failing school, they're pregnant, they want to get a job, their parents didn't finish school, their home life doesn't particularly support learning, etc. The dropout rate for these students places them at risk and is indicative of consideration by the EP team in providing support for at-risk students.

Related Services

Gifted students may demonstrate a need for related services **in order to accomplish their gifted goals**. As part of the EP meeting, the team would determine whether a related service is essential for the student to benefit from the gifted service and for the student to accomplish the goals on the EP.

Related services may include:
- Occupational Therapy
- Physical Therapy
- Counseling

V. PROGRAM ADMINISTRATION AND MANAGEMENT

"Goals are dreams with deadlines." Diana Scharf Hunt

A. Development and Implementation of the District Plan

To ensure an appropriate educational opportunity for learners, each district is encouraged to develop a plan for meeting the needs of gifted students in their district. The comprehensive K-12 Gifted Plan should include policies and procedures for identification, assessment of students, curriculum and instruction, service delivery, teacher preparation, evaluation, support services, and parent and community involvement.

This document may serve as a guide for development of a district plan. A template to guide formatting the plan is also available (see Appendix A4).

The district plan should specify the following components:
  I.   Identification of Gifted Learners
  II.   Program Design and Service Delivery
  III.   Curriculum and Instruction
  IV.   Guidance and Counseling
  V.   Program Administration and Management
  VI.   Professional Development
  VII.   Program Evaluation

The district determines the plan for meeting the needs of students who are gifted and determines the continuum of services to be offered based on the number of students to be served, specific needs of the students and the educators available to provide service. The state of Florida requires that a student who is eligible must receive service K-12.

Section 1003.57(1)(d), Florida Statutes (F.S.), requires that district school boards submit to the FDOE proposed procedures for the provision of special instruction and services (SP&P) for exceptional students once every three years. Approval of this document by DOE is required by Rule 6A-6.03411, Florida Administrative Code (F.A.C.), as a prerequisite for district's use of weighted cost factors under the Florida Education Finance Program (FEFP). Information requested for the district gifted plan is intended to identify how the district provides oversight to ensure that the program and services address the needs of gifted learners with a degree of consistency across the district to benefit students.

Section 111(b)(2)(C)(v) of the Elementary and Secondary Education Act (ESEA) states that progress for students who are gifted should be measured. Thus the district should indicate how they will monitor progress and thus determine whether services being provided are clearly showing a measure of success.

Districts may find the NAGC Standards for Pre-K – Grade 12 Gifted Program Standards (Appendix C6) helpful in reviewing the quality of their programming for gifted students. These

standards provide minimum as well as exemplary standards for determining measures of program quality.

Districts electing to implement the *Florida School District Gifted Program Self Assessment Tool* (Appendix A3) may find this an effective means for opening discussions about current programs and services to determine whether they are meeting the needs of students. Designating a gifted endorsed coordinator with expertise in the field responsible for all aspects of the program is indicative of the district's intent to focus on this special population.

For compliance requirements for gifted programs in Florida, see *Exceptional Student Education Compliance Self-Assessment: Processes and Procedures Manual, 2009-10.*

Management of the gifted program is coordinated by the designated district contact. Responsibilities of the district contact would include:
- Oversight of screening practices leading to identification of students with potential from all populations.
- Oversight of the program and service models necessary to meet the needs of students.
- Review of EPs for all students who are gifted in the district to ensure programs are appropriate to meet their needs and that EPs are compliant, and progress toward goals reported to parents.
- Leadership in supervising the implementation of innovative teaching strategies to enable curriculum modifications and identification of appropriate instructional materials.
- Professional development related specifically to gifted education.
- Ensuring staff development and in-service programs are provided related to identification, curriculum and instruction, pedagogy and gifted research about best practices, and rule/ policy changes for administrators, counselors, placement specialists, general educators, and parents of the gifted.
- Coordinate transition EPs.
- Develop district policy regarding placement and program management.
- Review of assessments to chart progress of students who are gifted to ensure continued measurable gains and evaluate program effectiveness.

B. Establishing Community Support

A broad-based committee representing educators, parents, and community members should meet regularly to review and discuss ways to support the program. Because they share responsibility for the continued academic growth of gifted learners, the designation of an advisory/support group for gifted education enables the district to maintain the connection and involve stakeholders in the outcomes. The group could be composed of members of any stakeholder group including parents; educators of the gifted; community and business leaders; specialists in the building, such as the librarian, art teacher, technology coordinator, reading specialist; school board members; and/or university staff.

Parents want to know how the school and district intend to provide an appropriate education for their children. One primary role of the parent/guardian is to serve as an advocate for the child. To meet that need, the district should provide the community with:

- Information regarding the process for nominating a child.
- Information related to awareness of the characteristics of a gifted learner.
- An overview of the continuum of services available in the district.
- A local advisory group that may include, but not be limited to, gifted educators and administrators, general education teachers and administrators, school psychologists, parents, and community members.
- Meetings – school based and/or district-wide - to provide an overview of the program and to address parent concerns. Administrators and/or educators who work with the gifted may present information related to:
  - Eligibility.
  - Program services.
  - Volunteer opportunities.
  - Addressing needs related to characteristics of the gifted learner.
  - Addressing social and emotional concerns of advanced students.
  - Special programs and activities available.
  - Topics of concern specific to parenting a gifted learner.
  - Suggestions that might be used in the home to enrich learning experiences.
  - Networking with other parents to support the program.

Parent/guardians could be invited to take part in the district plan to:

- Understand gifted regulations, parent/guardian rights, and procedural safeguards.
- Be knowledgeable of the school district's board policy on gifted education.
- Advocate for the district's gifted program.
- Volunteer as a resource and provide information about special materials, events and facilities to help meet gifted students' needs.
- Encourage and support students in the process of selecting and participating in learning alternatives that promote excellence.
- Advocate for appropriately accelerated and enriched curriculum.
- Encourage the student to develop the skills necessary to become an independent life-long learner.
- Play a role in the District Self-Assessment as a member of the team.
- Remember that the role of a parent/guardian changes as the student reaches different ages/grades.
- Advocate effectively for gifted. It is imperative that parent/guardians and educators become partners rather than adversaries. When students experience problems in school it is important to address the problem while remembering that education involves the school and the student with parent/guardian support.

District meetings involving community members could include invited local experts in a given field to assist in evaluating student products and provide meaningful feedback to students. Partnerships with local scientists, historians, communication experts, writers, architects, and businesses allow the student to become familiar with standards and expectations in that field.

Subject-specific community groups could be asked to partner with a class or school or program to provide an expert point of view. More importantly, community involvement fosters a sense of community partnership with the school district. The district should facilitate the connection for students with appropriate mentors at all grade levels to address special interests and abilities of the students.

Resources for parents are available at these sites:

- The National Association for Gifted Children (NAGC) is an organization addressing the unique needs of students who are gifted. On this site, you may access the *Mile Marker* series, which is a guide to understanding giftedness and talent development. This series is designed to help parents find useful, up-to-date, practical information and resources at www.nagc.org.

- The Florida Department of Education website provides a direct link to rules and statutes, publications and resources for gifted. Of particular interest might be the rules for eligibility and development of an educational plan (EP) and the Handbook for Parents of Students who are Gifted at http://www.fldoe.org/bii/Gifted_Ed/.

- The Working on Gifted Issues (WOGI) project website has links to information for parents of the gifted. A consultant addresses questions about gifted children and multiple resources are cited at http://www.unfwogi.com/.

- Supporting Emotional Needs of the Gifted (SENG) focuses primarily on the adults in the lives of gifted children. SENG provides information on identification, guidance, and effective ways to live and work with gifted individuals at www.SENGifted.org.

- The National Parent Information Network (NPIN) is a project of the ERIC system and is administered by the National Library of Education and the U.S. Department of Education. The mission of NPIN is to provide access to research-based information about the process of parenting, and about family involvement in education at http://www.einet.net/.

- Hoagies' Gifted Education Page is a resource guide for the education of gifted children with links to resources on nearly every aspect of gifted education available on the Internet, plus annotations and first hand information provided by parents at www.hoagiesgifted.org.

VI. PROFESSIONAL DEVELOPMENT

"Research indicates that teachers who have received training in gifted education are more likely to foster higher-level thinking, allow for greater student expression, consider individual student strengths and weaknesses, and provide a variety of learning experiences to challenge students. This vital expertise that benefits all students is not developed merely as a result of one-hour training sessions; refining teacher skills requires high-quality professional development, time, materials, and continued support." National Association for Gifted Children

A. Certification and Endorsement

All K-12 teachers providing service to students who are gifted must meet the highly qualified certification requirements for the grade/course content and have the gifted endorsement. If the course is not based in a specific content area, certification must be for the age/grade of the students. A teacher of the gifted who is out-of-field must take at least two courses each year to meet endorsement requirements. Parents must be notified by the administration at the beginning of the year when the teacher is currently out of field.

All teachers should be academically qualified, caring and supportive of students. State Board Rule 6A-4.01791, FAC., establishes requirements for a teacher of the gifted to align with content of the course and gifted endorsement which involves completion of three semester hours each in five courses:
- **Nature and Needs of Gifted Students** to include student characteristics; cognitive, social, and emotional needs; and history and research.
- **Curriculum and Instructional Strategies for the Gifted** to include modification of curriculum content, instructional process, student products, and learning environment.
- **Guidance and Counseling for the Gifted** to include motivation, self-image, interpersonal skills, and career options for gifted students.
- **Education of Special Populations of Gifted Students** such as minorities, underachievers, handicapped, economically disadvantaged, and highly gifted to include student characteristics and programmatic adaptations.
- **Theory and Development of Creativity** to include elements of creativity such as fluency, flexibility, originality, and elaboration.

There are several options available for teachers to obtain the gifted endorsement. Endorsement classes are available through:
- Colleges and universities through on-line and on-campus courses
- Florida Diagnostic and Learning Resources Systems (FDRLS) Centers or an educational consortium
- Local school district in-service training
- WOGI provides the courses as an on-line option

Working on Gifted Issues (WOGI) is a state project providing significant services that lead to academic achievement for students who are gifted. To provide support for district coordinators in ensuring teachers are highly qualified, WOGI:

- Continually revises the five required endorsement courses to reflect current research and practices.
- Supports availability of the endorsement courses online specifically intended for districts unable to provide the courses through in-service programs.

B. Teacher Competencies

Teacher competencies for working successfully with gifted students (i.e., CEC-NAGC Teacher Standards in Appendix C2) are correlated with the state-approved professional development program and the courses in rule. Districts should seek and hire teachers, administrators, and coordinators who hold the gifted endorsement or are working to complete it following the guidelines above.

Hansen and Feldhusen (1994) concluded that teachers who have a specific training in gifted education are more likely to demonstrate these competencies:
- Fast pacing of instruction
- Emphasis on creativity and thinking skills
- Teacher-student interactions
- Appropriate motivational techniques
- Student directed activities, and
- Use of media and models in teaching

Gifted education's professional organizations have designated Standards for Graduate Programs in Gifted Education (National Association for Gifted Children [NAGC], 1995) and a set of joint standards for initial teacher preparation standards in gifted education (Council for Exceptional Children, The Association for the Gifted [CEC-TAG], and NAGC, 2004). (Appendix C2). These standards are correlated to the contents of the state endorsement modules.

NAGC released a position paper identifying the competencies needed by teachers who work with gifted students. The paper clearly states that "all children deserve the highest quality of instruction possible and that such instruction will only occur when teachers are aware of and able to respond to the unique qualities and characteristics of the students they instruct. Gifted and talented students present a particular challenge and often experience inadequate and inappropriate education. To provide appropriate learning experiences for gifted and talented students, teachers need to possess:
- a knowledge and valuing of the origins and nature of high levels of intelligence, including creative expressions of intelligence;
- a knowledge and understanding of the cognitive, social, and emotional characteristics, needs, and potential problems experienced by gifted and talented students from diverse populations;
- a knowledge of and access to advanced content and ideas;
- an ability to develop a differentiated curriculum appropriate to meeting the unique intellectual and emotional needs and interests of gifted and talented students; and
- an ability to create an environment in which gifted and talented students can feel challenged and safe to explore and express their uniqueness."

Additionally, FDOE offers updates through newsletters and conference calls with district contacts, as well as presentations, to ensure districts have access to current information related to gifted education. District coordinators may use this information in professional development in the district.

C. Professional Development

On-going professional development should be available for teachers and for administrators and other personnel working with gifted students.

Administrators, counselors, and support staff should participate with teachers in on-going professional development focused on gifted learners. Districts could provide specific training related to their roles and responsibilities in the program of services for gifted students.

Alternative delivery models for professional development could be offered as well (e.g., Webcasts, online modules). Districts should support professional development in gifted education (e.g. staff development, workshops, and in-service courses) with knowledgeable and credentialed trainers.

Trained district coordinators are also resources. The local coordinator should have a high level of expertise to guide implementation of innovative teaching strategies. District coordinators attend meetings and conferences related specifically to gifted education to be aware of current practices and research in the field related to effective instructional strategies for subsequent sharing with district staff. Districts should establish a policy for release time for professional staff and other personnel to allow attendance as part of ongoing professional development programs dealing with gifted education. Teacher coaching models should be employed as a follow-up to training.

Once a teacher accomplishes the gifted endorsement there is currently no specific requirement for further professional development to ensure the teacher remains current in the field, which makes it critical for the district to provide access to renewed resources. The district coordinator plays a key role in ensuring ongoing staff development and in-service programs are provided related to identification, curriculum and instruction, pedagogy and gifted research about best practices, and rule/ policy changes. Without training programs addressing gifted education, teachers may not be prepared to meet the needs of students.

The district should provide staff development opportunities to address this need to ensure teachers at all levels have an understanding of the characteristics of gifted students and the challenge of providing meaningful learning experiences and rigorous curriculum. Training enables teachers to modify curriculum appropriately with appropriate instructional materials.

The **Collaborative Curriculum Challenge Grant** funds may be used for professional development (including planning or training in an innovative or exemplary program) and development of resources not currently available that are determined necessary to meet instructional objectives.

The Working on Gifted Issues (WOGI) project provides professional development and technical assistance for *district coordinators of the gifted to impact teacher quality* and provide significant services and academic achievement for educators who work with students who are gifted. The district may elect to provide inservice credit for participation in these activities. To support professional development WOGI:

- Provides an annual Institute focused on professional development and dissemination of support materials for the district and supports regional meetings, as appropriate, for district coordinators.
- Provides professional development for teachers new to gifted education through an annual workshop.
- Compiles input on current initiatives and supportive project activities with a state-wide advisory group.
- Supports workgroups to address topics identified through an annual needs-assessment survey of districts. Products of the workgroups are shared at the Institute and on the website.
- Provides a website with links to current support materials, curriculum and updated information.

Professional development must be part of the strategic plan for the district. The effectiveness of the training should be evident over a multi-year period.

VIII. PROGRAM EVALUATION

"Program evaluation is the systematic study of the value and impact of services provided."

Carolyn Callahan

A. Criteria to Consider

In addition to ongoing FDOE monitoring for compliance with legislative policy governing gifted education, districts should engage in continuous self-monitoring efforts as well as periodic reviews by the FDOE. District self-monitoring, as recommended in the NAGC *Aiming for Excellence* guide, should be used along with state and district data to evaluate compliance. Program design should ensure each student shows at least one year's academic growth each year.

In 2010, NAGC released the updated *Pre-K-Grade 12 Gifted Programming Standards* (Appendix C6) to guide districts in examining the quality of their programming for students who are gifted. The standards are also available at the NAGC website at www.nagc.org.

The Florida Department of Education provides the **Florida School District Gifted Self-Assessment Tool** (Appendix A3) to assist districts in aiming for the highest standards in providing an appropriate education for gifted students. Self assessments will be reviewed along with regular FDOE monitoring to determine the impact of programs and services on student performance and gains.

As specified in *Aiming for Excellence: Gifted Program Standards* (2001), guiding principles for assessment include:

An evaluation must be purposeful.
- The district provides ongoing student and program assessment that reflects the program's philosophy, goals, and standards.
- Gifted student outcomes, both cognitive and affective, are addressed and tracked in the gifted program.
- Program assessment occurs on a regular basis.
- The results are used for continuing program development.

An evaluation must be efficient and economic.
- Districts provide sufficient resources, time, personnel and support to conduct a program evaluation.

An evaluation must be conducted competently and ethically.
- All components of the program are periodically reviewed by individuals knowledgeable about gifted learners and who have competence in the evaluation process.
- The assessment reports the strengths and weaknesses found in the program.
- Individuals involved in the assessment are given every opportunity to verify information and the resulting interpretation.

The evaluation results must be made available through a written report.
- Results of the program assessment are presented to the local Board of Education and are accessible to all constituencies of the program.
- The intent of the self-assessment presents the results and enables follow-through by stakeholders in the district.

B. Florida School District Gifted Program Self-Assessment Tool

The **Florida School District Gifted Self-Assessment Tool** may serve to open discussions in the district about coordinating services to effectively meet the needs of students and to address appropriate programs and services for students who are gifted. This tool identifies the following components:

- Identification - (Goal I)
- Placement and Development of the Educational Plan (EP) (Goals II, III)
- Service Delivery (Goals II, III, IV, V)
- Personnel Preparation (Goals III, V, VI)
- Parent and Community Involvement (Goals V, VII)
- Program Evaluation Design (Goals V and VII)

The District Self-Assessment Tool provided (Appendix A3) is based on policy and programs identified from state and national guidelines for meeting the needs of gifted learners. The district may use this tool to assess ongoing practices and to initiate a study of the value and impact of services in the district and move toward meeting the highest standards. Assessing the current status may indicate specific areas to address further to meet the needs of students for future assessments as well as highlight areas where the district is meeting and exceeding expectations.

The district may determine that it would be helpful to bring in one or two outsiders to take part in the self-assessment process. This has some advantages in giving a greater degree of objectivity and perhaps experiences derived from working with other programs. Knowing what has worked in other settings may provide a different point of view. However, a local evaluation provides local knowledge and a stronger stake in the findings. Regular evaluation of the program should serve as a guide to reinforce positive practices and point out areas in need of further reflection. The goal is to ensure the district is striving to meet the needs of the gifted learners in the most appropriate way.

12 Traits of Giftedness

(Adapted from material from the National Research Center on the Gifted and Talented
and Mary Ruth Coleman, Ph.D., University of North Carolina.)

Trait, Aptitude, or Behavior	General Description	How It May Look
Motivation Evidence of desire to learn.	Internal drive or encouragement that initiates, directs, or sustains individual or group behavior in order to satisfy a need or attain a goal.	Demonstrates persistence in pursuing or completing self-selected tasks (may be culturally influenced); evident in school or non-school activities. Enthusiastic learner; has aspirations to be somebody, to do something.
Interests Intense, sometimes unusual, interests	Activities, avocations, objects, etc. that have special worth or significance and are given special attention.	Unusual or advanced interests, topic, or activity; self-starter; pursues and activity unceasingly beyond the group.
Communication Skills Highly expressive with words, numbers, or symbols	Transmission and reception of signals or meanings through a system of symbols (codes, gestures, language, and numbers).	Unusual ability to communicate (verbally, nonverbally, physically, artistically, symbolically); uses particularly apt examples, illustrations, or elaborations.
Problem-Solving Ability Effective, often inventive, strategies for recognizing and solving problems.	Process of determining a correct sequence of alternatives leading to a desired goal or to successful completion of a performance task.	Unusual ability to devise or adopt a systematic strategy to solve problems and to change the strategy if it is not working; creates new designs; inventor.
Memory Large storehouse of information on school or non-school topics.	Exceptional ability to retain and retrieve information.	Already knows; needs only 1-2 repetitions for mastery; has a wealth of information about school and non-school topics; pays attention to details; manipulates information.
Inquiry/Curiosity Questions, experiments, explores.	Method or process of seeking knowledge, understanding or information.	Asks unusual questions for age; plays around with ideas; extensive exploratory behaviors directed toward eliciting information about materials, devices, or situations.
Insight Quickly grasps new concepts; sees connections; senses deeper meanings	Sudden discovery of correct solution following attempts based primarily on trial and error; putting disparate elements together in unexpected ways.	Exceptional ability to draw inferences; appears to be a good guesser; is keenly observant; heightened capacity for seeing unusual and diverse relationships, integration of ideas and disciplines.
Reasoning Logical approaches to figuring out solutions.	Highly conscious, directed, controlled, active, intentional forward-looking, and goal-oriented thought.	Ability to make generalizations and use metaphors and analogies; can think things through in a logical manner; critical thinker; ability to think things through and come up with a plausible answer.
Imagination/Creativity Produces many ideas; highly original	Process of forming mental images of objects; qualities, situations, or relationships which aren't immediately apparent to the senses; problem solving through nontraditional patterns of thinking.	Shows exceptional ingenuity in using everyday materials; is keenly observant; has wild, seemingly silly ideas; fluent, flexible producer of ideas; highly curious.
Humor Conveys and picks up on humor well.	Ability to synthesize key ideas or problems in complex situations in a humorous way; exceptional sense of timing in words or gestures.	Keen sense of humor that may be gentle or hostile; large accumulation of information about emotions; capacity for seeing unusual; uncommon emotional depth; openness to experiences; sensory awareness.
Intensity ("Overexcitabilities") Strength of reactions, responses, behaviors. (The term "overexcitabilities" comes from Polish psychologist Dabrowski.)	Very Strong, even extreme, responses to stimuli in five areas: emotional, intellectual, sensory, psychomotor, and imagination.	Intense desire for experiences in the area(s) of overexcitability; powerful emotions; seeks intellectual stimulation; sensory experiences evoke strong responses; constant or repetitive movement or gesturing; intense fantasy life; may need creative outlets for intensity.
Sensitivity Strong reactions to emotional stimuli	Events and situations in the affective and social domains elicit a stronger response than usual.	Strong sense of compassion; keen sense of justice; empathy; moral and ethical sensibilities; sense of being "different" socially; existential worrying; often overly self-critical.

Appendix A 2

Assessing the Educational Plan (EP) for Students who are Gifted

6A-6.030191, F.A.C. Development of Educational Plans for Exceptional Students who are Gifted.
Educational Plans (EPs) are developed for students identified solely as gifted. Parents are partners with schools and school district personnel in developing, reviewing, and revising the educational plan (EP) for their child. Procedures for the development of the EPs for exceptional students who are gifted, including procedures for parental involvement, shall be set forth in each district's Policies and Procedures for the Provision of Specially Designed Instruction and Related Services to Exceptional Students document and shall be consistent with the following requirements.

(1) Role of parents. The role of parents in developing EPs includes:

Expectation stated in rule	Satisfactory	Exemplary
a) Providing critical information regarding the strengths of their child; b) Expressing their concerns for enhancing the education of their child so that they receive a free appropriate public education c) Participating in discussions about the child's need for specially designed instruction; d) Participating in deciding how the child will be involved and progress in the general curriculum; e) Participating in the determination of what services the school district will provide to the child and in what setting.	Notation such as "Parent indicates student likes to read" Or "Parent wants child to do well in school" Or District developed form	Obvious reflection of parent input regarding student's hobbies and outside interests as well as favorite subjects – enjoying a challenging class. Or Documentation of discussion reflects specifics such as concern that child is doing more in math at home than in school; reading higher level books independently, etc. or parents note child is being challenged in a particular class.

(2) Parent participation. Each school board shall establish procedures which shall provide for parents to participate in decisions concerning the EP. Such procedures shall include the following:

Expectation stated in rule	Satisfactory	Exemplary

a) Each district shall take the following steps to ensure that one (1) or both of the parents of a student who is gifted is present or is afforded the opportunity to participate at each EP meeting:
   1. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
   2. Scheduling the meeting at a mutually agreed on time and place.
	Insufficient notification of time
	Or
	Parent called day before meeting to confirm
	Or
	Parent requests alternate time and no response is indicated
		Copy of original letter with response from parent indicated and notation of a follow-up reminder(s) or phone call(s) to parent.

b) A written notice to the parents must indicate the purpose, time, location of the meeting, and who, by title and or position, will be attending. The notice must also include a statement informing the parents that they have the right to invite an individual with special knowledge or expertise about their child. c) If neither parent can attend, the school district shall use other methods to ensure parent participation, including individual or conference telephone calls. d) A meeting may be conducted without a parent in attendance		Letter includes required information: ▪ Purpose of meeting ▪ Time for meeting ▪ Specific location for meeting ▪ Name – and title – of each person who will attend ▪ Statement informing parent of right to invite others

1

Appendix A 2

	Indication that parent was asked — and requested — interpreter but no evidence of interpreter being present.	Documentation that parent was asked if interpreter is requested; with documentation interpreter attended meeting.

if the school district is unable to obtain the attendance of the parents. In this case, the district must have a record of its attempts to arrange a mutually agreed on time and place such as:
   1. Detailed records of telephone calls made or attempted and the results of those calls;
   2. Copies of correspondence sent to the parents and any responses received; or
   3. Detailed records of visits made to the parents' home or place of employment and the results of those visits.
e) The district shall take whatever action is necessary to ensure that the parents understand the proceedings at an EP meeting, which may include arranging for an interpreter for parents and students who are deaf or whose native language is a language other than English.
f) The district shall give the parents a copy of the EP at no cost to the parents.
		Clear indication that a copy of the EP is provided to parent at the time of the meeting.

(3) Educational plan (EP) team participants. The EP team shall include the following participants:

Expectation stated in rule	Satisfactory	Exemplary
a) The parents of the student in accordance with subsection (2) of this rule;	Parent(s) attended and signed	Parent(s) attended and signed
b) One regular education teacher of the student who, to the extent appropriate, is involved in the development and review of a student's EP. Involvement may be the provision of written documentation of a student's strengths and needs.	Parent letter indicates regular education teacher is invited and attends or notation that teacher submitted written report.	Regular education teacher invited, attends, provides documentation of present levels of performance, primarily in the curriculum area indicated as one of the student's areas of strength.
c) At least one teacher of the gifted program;	Or	Or
d) A representative of the school district who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students who are gifted, is knowledgeable about the general curriculum, and is knowledgeable about the availability of resources of the school district. At the discretion of the school district, one of the student's teachers may be designated to also serve as the representative of the school district;	Teacher of the gifted serves as the regular education teacher for full-time service model. Teacher of the gifted invited and attends. Indication of an LEA representative attending.	Regular education teacher's report is attached or referenced to document student's present levels of performance and special needs. Teacher of the gifted invited and attends. Indication that the LEA representative attending is one with authority to describe and offer appropriate service at alternate sites in the district to assure a continuum of service.
e) An individual who can interpret the instructional implications of evaluation results who may be a member of the team as described in paragraphs (3) (b)-(d) of this rule;	At initial EP meeting, psychologist is present to appropriately interpret instructional implications of eligibility (IQ) evaluation results	
f) At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student. The determination of knowledge or special expertise of any individual shall be made by the party who invites the individual to be a member of the EP team; and	And Indication of LEA representative or teacher attending to interpret classroom, district and state assessments.	At initial EP meeting, psychologist is present to appropriately interpret instructional implications of eligibility (IQ) evaluation results. And Indication of LEA representative or teacher attending to interpret classroom, district and state assessments.
g) The student, as appropriate.	Documentation of notice to parent that others may be invited.	Documentation of notice that others may be

Appendix A 2

	Documents student was invited.	invited (Guidance counselor, private therapist, tutor, coach, etc.)
		Student invited and/or attended meeting.

(4) Contents of Educational Plans (EPs). EPs for students who are gifted must include:

Expectation stated in rule	Satisfactory	Exemplary
a) A statement of the student's present levels of performance which may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum, results of the student's performance on state and district assessments, and evaluation results;	Indication of the most recent FCAT scores and other classroom or district assessments	Present levels of performance may include strengths/ interests in academic areas, needs beyond the general curriculum as documented by tests or evaluations, student's performance on state and/or district assessments, any other evaluation results; indications of where student is performing above grade level peers or finishing more quickly than others.
b) A statement of goals, including benchmarks or short term objectives;	Minimum of two goals are included with minimum of two benchmarks per goal with nominal alignment to needs of the student as indicated by (4)(a)	At least two goals included which clearly align to the indicated special needs of the student. At least two benchmarks per goal which clearly describe the necessary skills the student will need to evidence mastery to accomplish the stated goals.
c) A statement of the specially designed instruction to be provided to the student;	A statement indicating student will have access to a differentiated curriculum and/or compacted curriculum	Statement of a specific specially designed instruction aligned to the goals for the student. Alternate class placement; integrated interdisciplinary units; synectics; simulations, problem-based learning; curriculum compacting, etc. The Parallel Curriculum Model provides further information.
d) A statement of how the student's progress toward the goals will be measured and reported to parents; and	Statement that progress will be reported annually. Or Specific rubric or criteria chart completed by teacher Or Checklist indicating student's progress toward mastery	Progress is charted as indicated in the goals and benchmarks. The EP indicates student's progress toward the goals will be reported at least each grading period to ensure parent is informed about student's progress.
e) The projected date for the beginning of services, and the anticipated frequency, location, and duration of those services;	▪ Projected date for beginning of services (example: 3/7/10) ▪ Anticipated frequency(example 1 – 4 times weekly) ▪ Location (example: classroom) ▪ Duration of services (example: this year)	▪ Projected date for the beginning of services (example: 3/7/2010) ▪ Anticipated frequency (example: 250 minutes per week Monday through Friday) ▪ Location (example: resource classroom at name of school) ▪ Duration of services (example: resource room daily prior to 6/7/2011)

Appendix A 2
(5) Considerations in EP development, review and revision. The EP team shall consider the following:

Expectation stated in rule	Satisfactory	Exemplary
a) The strengths of the student and needs resulting from the student's giftedness.	Student needs logical thinking activities and problem solving activities to learn new information	The need for service – and the service to be provided is based on current levels of performance and specific goals to be provided - Example: Current and ongoing class projects and work reveal that student is at the Know level of Goal Three of Frameworks. Goals indicate student will be working toward the Perform level and benchmarks indicate skills to be taught to ensure success at this goal.
b) The results of recent evaluations, including class work and state or district assessments.	One form of evaluation cited: example: FCAT scores are 4s in math	Specific examples provided evidencing student evaluations, example: Student samples in portfolio indicate fluency in writing. FCAT writing scores are stable at level 3. One goal for student then states that student will work from the Know level of Evaluation in Goal 6 toward the Understand level to use evaluation of previous tasks to improve performance in personal writing.
c) In the case of a student with limited English proficiency, the language needs of the student as they relate to the EP.	Notation that student is not fluent in English Or Indicating ESOL level and the types of modifications/adaptations that will be made to the instruction.	Specifics provided to indicate the ELL level of student and requirements to meet the needs of the student

(6) Timelines. Timelines for EP meetings for students who are gifted shall include the following:

Expectation stated in rule	Satisfactory	Exemplary
a) An EP must be in effect at the beginning of each school year.	Initial EP written for maximum period.	Team determines goals may be accomplished in one year, so will reconvene.
b) An EP shall be developed within thirty (30) calendar days following the determination of eligibility for specially designed instruction and shall be in effect before the provision of these services.	EP is developed within a couple of weeks following determination of eligibility for special instruction	Upon determination of eligibility, notification is sent to parent to set up meeting for initial placement and EP development.
c) Meetings shall be held to develop and revise the EP at least every three (3) years for students in grades K-8 and at least every four (4) years for students in grades 9-12. EPs may be reviewed more frequently as needed, such as when the student transitions from elementary to middle school and middle to high school or if the student's parent or teacher requests a review.	EP is written to align with the minimum periods stated.	The EP team documents when they feel they will need to meet to review the EP. The time and type of service the student is to receive is considered. Due to the goals and projections of how long it might take for the student to accomplish those goals, team sets a date to reconvene to review student's progress.

4

Appendix A 2

(7) EP Implementation. An EP must be in effect before specially designed instruction is provided to an eligible student and is implemented as soon as possible following the EP meeting.

Expectation stated in rule	Satisfactory	Exemplary
a) The EP shall be accessible to each of the student's teachers who are responsible for the implementation. b) Each teacher of the student shall be informed of specific responsibilities related to implementing the student's EP.	Notation that EP is in school files Notation that EP is in school files	Indication that teachers who will provide service are provided with a copy of the EP to enable tracking progress. Indication that each teacher who impacts the learning of the student is provided with a copy of the EP to enable tracking/reporting progress.

Florida School District Gifted Program Self Assessment Tool

Purpose
The purpose of this document is to assist local school districts in examining the quality of their programming and services for gifted learners. These standards represent professional consensus on critical practice and serve as guidelines for: (1) basic requirements for high-quality programming for gifted learners; (2) program development; and (3) measuring the effectiveness of programming.

Structure of the Document
The Standards are divided according to the following aspects of gifted programming and service delivery:
1) Identification
2) Placement and Development of the Educational Plan (EP)
3) Program Design and Management
4) Personnel Preparation, and
5) Parent and Community Involvement

The self-assessment is designed to guide school districts in judging their current program status in relation to the research-based standards. A guide for programs in Florida is available listing the core research-based themes extracted from the NAGC Policy Guide which includes models for a continuum of services model to be implemented K-12 with relevant research references supporting the nature of interventions based on general intellectual ability and specific aptitudes.

The intent is to provide the most appropriate educational experience possible for gifted learners in Florida.

Part I is a survey of the district to present a profile of the current status and infrastructure of the program.

Part II is an assessment instrument for addressing each of the aspects of the standards of the current program.

Achievement Levels		
Bronze: 40 - 65 percent	Silver: 66 -85 percent	Gold: 86 – 100 percent

Florida School District Gifted Self Assessment Tool
Profile of the District   Part I

1. Number of schools with <u>students identified as eligible</u> for gifted service. :

Elementary: #_____ out of_____ schools
Middle: #_____ out of_____ schools
Combination #_____ our of_____ schools (example: Elementary/Middle)
High schools: #_____ out of_____ schools
Total schools: #_____ out of_____ x 100 =_____ %

1 point: 1-33% of total schools
2 points: 34 – 66% of total schools
3 points: 67 – 100% of total schools

Score_____

2. Identify the number of eligible students in the district currently being provided with gifted services:

Number of students:

K-2:   _____ receiving service of_____ total identified as eligible
Grades 3-5:   _____ receiving service of_____ total identified as eligible
Grades 6-8:   _____ receiving service of_____ total identified as eligible
Grades 9-12:   _____ receiving service of_____ total identified as eligible

Total students currently being served: _____ of _____total identified as eligible _____%

1 point: 1-33% of total students
2 points: 34 – 66% of total students
3 points: 67 – 100% of total students

Score_____

3. How often is the School Board provided with information about gifted programs and services?

Not briefed (0 points)
Once per year (1 point) Date: _____
Twice per year (2 points) Dates:_____
More than twice per year (3 points) Dates:_____

Score_____

4. The district has adopted a policy for screening to ensure equal access.

        Not yet in place (0 points)

        Random screening is done (1 point)

        Screening is done at select schools where representation is historically low (2 points)

        District-wide screening is the standard policy (3 points)

        District-wide screening is standard policy and staff reviews district disproportionality data as a guide (4 points)

                                      Score _____

5. The district has a specific policy for development of the educational plans.

        EP development is conducted at group meetings or with small groups of students with similar strengths (1 point)

        EP development meetings are standardized and focused on meeting the needs of the student (2 points)

        EP development is individualized specifically to ensure measurable academic gains for the student (3 points)

                                        Score _____

6. Does your district website include a direct link to gifted education?

        Not sure (0 points)

        Gifted is posted at the ESE link (1 point)

        Gifted is an independent link (2 points)

        Gifted is an independent link with resources for parents and educators (3 points)

                                      Score _____

7. The district conducts awareness training related to the characteristics and special needs of gifted learners.

        It is a school decision and may or may not take place (0 points)

        It is a district session and attendance is optional (1 point)

        A session takes place at every school (2 points)

                                      Score _____

8. The district supports a gifted advisory group.

        Not yet in place (0 points)

        There is a district group outside of the school system (1 point)

                Contact name _____

                Contact information for this person _____

        There is a group supported by the school district and a district person is a liaison for the group (2 points)

                Contact name _____

Contact information for this person _____

Name of district liaison _____

                                                                      Score _____

9. How often does the group meet?

Not yet in place (0 points)

Once a year (1 point)

Twice a year (2 points)

Quarterly (3 points)

Monthly (4 points)

                                                                      Score _____

10. Identify the membership of the district advisory group: (required as support but no point value)

Membership Representation	% age of total group
Parents	
Teachers	
Administrators	
Students	
School board	
Community groups	
Other (indicate)	

11. The district monitors progress of gifted learners.

As part of a review of all students' progress (1 point)

Regularly as an isolated data piece (2 points)

Bonus: Results of gifted achievement are shared with the public (1 extra point)

Means of determining student gains _____

                                                                      Score _____

12. Transition EPs are monitored by the district

Elementary site develops EPs for students going to middle school and middle schools write EPs for students transitioning to high school (1 point)

Transition EPs are written in collaboration between the two sites (2 points)

Indicate how that is accomplished: _____

_____

Score _____

13. The district provides guidelines on measurable academic learning opportunities for gifted curriculum. The district plan identifies placement and courses and indicates how progress of shall be measured.

No current guidelines in place – determination is left to EP team (0 points)

Gifted service options are available at all grade levels (1 point)

The district monitors and measures progress of gifted learners to ensure academic gains K-12. (2 points)

Bonus: The *Florida Frameworks for K-12 Gifted Learners* is used to document student gains (1 added point)

Score _____

14. Acceleration is an essential element of gifted curriculum and instruction. A flexible instructional pace allows for accelerated learning as appropriate.

There is no written district plan addressing acceleration (0 points)

Policies exist for: *(check all that apply)*

_____ Early admission to kindergarten (aligned with Section 1003.21, (2) F.S.)

_____ Early admission to first grade

_____ Grade skipping – whole–grade acceleration ahead of chronological peers

_____ Continuous progress – as student evidences mastery of content, progress exceeds chronological peers

_____ Self-paced instruction – student proceeds at a self-selected pace

_____ Subject-matter acceleration – student is placed with older peers for one or more content areas

_____ Combined classes – multi-grade classes with specially designed curriculum

_____ Curriculum compacting – students have reduced amounts of introduction, drill, and practice to allow time for advanced instruction or enrichment

_____ Telescoping curriculum – instruction in less time than usual (e.g., one year course in a semester or three years of middle school in two years)

_____ Mentoring (or externships) mentor or expert in the field provides advanced instruction

_____ Extracurricular programs - coursework outside of school that provides advanced instruction for credit (e.g., the Governor's Summer Program)

_____ Correspondence courses – includes virtual or televised instruction

_____ Early graduation –student graduates in three and a half years

_____ Concurrent/dual enrollment – taking a course at one level and receiving credit at a higher level

_____ Advanced Placement (AP) courses requiring a standardized examination

_____ Credit by exam – student takes a test to evidence mastery

_____ Acceleration in college – student is awarded advanced levels of instruction

_____ Early entrance into middle, high school, or college -
0-3 checks (0 points)
4- 8 checks (1 point)
9 or more checks (2 points)

Score _____

BONUS: If your district has a success story related to collaboration that involves two or more of the standards please describe it here: (2 points)

_____

_____

_____

_____

_____

TOTAL SCORE FOR PART I: _____

Florida School District Gifted Program Self Assessment Tool
Standards for Gifted Education   Part II

Checklist directions: Place a checkmark in one of the four columns according to the degree of evidence of the program component. The first column from the left is Not Evident (NE); the second column is Some Evidence (SE); the third column is Nearly Complete (NC); and the fourth column is In Place (IP). Measurement points for each indicator are shown.

Standard: Identification

(NE)	(SE)	(NC)	(IP)	Components of a Program for Gifted Education
0	1	2	3	Identification
				All parents and staff receive information and training annually about the nomination process, including the characteristics of gifted students.
				Assessments are responsive to students' economic conditions, gender, developmental differences, handicapping conditions, and other factors that mitigate against fair assessment practices.
				A committee, including the gifted coordinator or designee, makes final determinations on individual student eligibility for services.
				Personnel trained in gifted education meet at regular intervals to determine eligibility, identification and placement of individual candidates.
				An individual assessment profile is developed for each identified child to evaluate appropriate placement in the gifted program. The individual assessment profile reflects the learning characteristics, potential and performance levels, interests, learning style, and educational needs of the student.
				Policy and procedures exist for consideration for a student exiting the program, interventions are implemented and a meeting is held with the parents and student.
				The nomination/referral process is ongoing and includes all students K-12.
				An assessment/identification process (screening) is in place to ensure that all potential students with high abilities are appropriately assessed for identification as gifted. All children are eligible for the nomination process regardless of socio-economic, linguistic or cultural background, and/or disabilities.
				Teachers completing checklists are instructed in general intellectual and specific aptitudes/characteristics of gifted students that serve as "look fors" in the classroom.

Standard: Placement and Development of the Educational Plan

(NE)	(SE)	(NC)	(IP)	Component of a Program for Gifted Education
0	1	2	3	**Placement and Development of the Educational Plan (EP)**
				Programs for gifted learners provide services that are an integral part of the school day.
				Services for gifted students are designed to supplement and build on the basic academic standards and the knowledge learned in regular classrooms at all grade levels.
				Gifted students are provided with multiple service delivery options and curricular experiences at all grade levels to ensure continual student progress and learning as no single service meets the needs of all gifted students.
				There is a match of student strengths and ability to program/teacher expertise.
				Teachers differentiate, replace, supplement, and/or modify curricula to facilitate higher level learning goals for the gifted as documented in lesson plans. The differentiated curriculum provides for balanced development of critical and creative thinking, problem solving, research skills, advanced content, and authentic and appropriate products.
				A program of instruction consists of advanced content and appropriately differentiated teaching strategies to reflect the accelerated learning pace and advanced intellectual processes of gifted learners.

Standard: Service Delivery

(NE)	(SE)	(NC)	(IP)	Component of a Program for Gifted Education
1	2	3	4	**Program Design and Management**
				A comprehensive K-12 Gifted Plan includes policies and procedures for identification and assessment of students, curriculum and instruction, service delivery, teacher preparation, evaluation, support services, and parent involvement.
				Acceleration is provided as an essential element of gifted curriculum and instruction. A flexible instructional pace allows for accelerated learning as appropriate. Policies exist for grade skipping, ability grouping, early matriculation, and dual enrollment.
				Programs for the gifted include non-core areas of the curriculum such as foreign language and the arts, independent study, competitions, and one-to-one professional apprenticeships.
				Time to work with intellectual peers for portions of the school day is required.
				A gifted-endorsed coordinator is designated responsible for all aspects of the program.

(NE)	(SE)	(NC)	(IP)	Component of a Program for Gifted Education
1	**2**	**3**	**4**	**Program Design and Management**
				Appropriate instructional materials are available to support the gifted program, extend the content standards and provide opportunities for studying topics in depth.
				Guidance and counseling services to meet the socio-emotional needs of gifted students are ongoing, K-12. Counselors and others with specific training in the socio-emotional needs of gifted students provide counseling and guidance services at all levels of schooling.
				Curriculum that outlines services in academic development, career development, and personal/social development for gifted students is developed and implemented. Gifted students receive college/career exploration throughout grades 6-12.
				Gifted students who are at risk or who do not display satisfactory performance in regular or gifted classes are monitored and provided with appropriate intervention services. Teachers, administrators, school services personnel, and parents/guardians collaborate in implementing intervention strategies for at-risk students.

Standard: Personnel Preparation

(NE)	(SE)	(NC)	(IP)	Component of a Program for Gifted Education
0	**1**	**2**	**3**	**Personnel Preparation**
				The district seeks and hires teachers and administrators endorsed in gifted education.
				All teachers working with gifted learners have met the requirements for the grade and content of the course/grade being taught and have the gifted endorsement.
				The district sponsors professional development in gifted education (e.g., workshops, conferences, and courses) with knowledgeable and credentialed consultants and trainers.
				The district has established a policy for released time for professional staff and other personnel to allow for attendance at professional development programs dealing with gifted education.
				The district provides specific training for counselors, administrators, and other personnel involved in the decision-making related to their roles and responsibilities in the program of services for gifted students. Administrators, counselors, and support staff participate with teachers in the on-going professional development program dealing with gifted learners.
				Teacher competencies for working successfully with gifted students (i.e., CEC-NAGC Teacher Standards) are correlated with the professional development program.
				Classrooms containing gifted learners are periodically monitored for use of appropriate differentiation.

Standard: Parent and Community Involvement

(NE)	(SE)	(NC)	(IP)	Component of a Program for Gifted Education
1	2	3	4	**Parent and Community Involvement**
				A broad-based planning committee representing educators, parents, and community members meets regularly to assess and support the program.
				Open meetings are scheduled as recommended by the committee to maintain connections and provide information to parents about gifted programs and services.
				Community partnerships have been established to work with gifted programs.

Standard: Program Evaluation

(NE)	(SE)	(NC)	(IP)	Component of a Program for Gifted Education
1	2	3	4	**Program Evaluation**
				The district provides ongoing student and program assessment consistent with the program's philosophy, goals, and standards.
				All components of the program are periodically reviewed by individuals knowledgeable about gifted learners and who have competence in the evaluation process. The results are used for continuing program development.
				The district plan contains a clear description of performance expectations for gifted students at each grade level.
				The district uses multiple, traditional and non-traditional strategies to assess gifted student performance. These include standardized and criterion-referenced achievement tests, questionnaires, checklists, observation scales, interviews, and performance-based measures.
				The results of the program evaluation are presented to the local Board of Education and are accessible to all constituencies of the program.
				The gifted program evaluation report for all educational services involving gifted students includes both strengths and weaknesses of the program and is accompanied by a plan with implications for improvement and renewal over time.

SCORE FOR PART I: _____

SCORE FOR PART II: _____

TOTAL SCORE FOR PARTS I AND II _____

Appendix A 4

District Plan for Gifted Education
(template)

Mission Statement for Gifted Education

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The district's plan addressing each of the following areas to include:

I. Identification of Gifted Learners
- Procedures for nomination, screening, referral and evaluation

II. Program Design/Service Delivery
- The continuum of services available, including contact time, to meet the learning needs and ensure measurable academic gains for gifted students K-12
- The district policy for acceleration strategies K-12

III. Curriculum and Instruction
- Procedures for review of EPs to determine compliance
- A description of how special curriculum and instructional strategies are differentiated to meet the needs of gifted learners
- Procedures for determination of present levels of performance to guide subsequent placement and service to meet students EP goals
- Advanced course options available gifted students

IV. Guidance and Counseling
- A description of support services available for students who are gifted

V. Program Administration and Management
- The district plan for gifted education to include monitoring outcomes to ensure students continue to make academic gains
- Description of how the district will determine whether provided services clearly lead to student progress toward EP goals and academic gains
- Evidence of the district advisory/support group to assess and support the program

VI. Professional Development
- Indication that the district seeks to provide gifted students with teachers who hold appropriate certification and gifted endorsement
- The district's professional development plan ensures opportunities specific to gifted education

VII. Program Evaluation
- A description of the procedures to review the district gifted program to ensure that it appropriately meets the needs of students

The district plan should ensure that the needs of gifted students are met with consistency across the district, that there are measurable goals for the district gifted programs, and that there are plans for periodic review of the status of gifted programs and services.

For compliance requirements for gifted programs in Florida, see *Exceptional Student Education Compliance Self-Assessment: Processes and Procedures Manual, 2009-10.*

Education of Gifted Students

in Florida

Appendix B

Common Terms in Gifted Education

Appendix B: Common Terms in Gifted Education

The following list was adapted from:

- *Frequently Used Terms in Gifted Education* on the National Association for Gifted Students website at http://www.nagc.org/index.aspx?id=565
- *A Glossary of Gifted Education by* Steven M. Nordby on the website at http://resources.edb.gov.hk/gifted/ge_resource_bank/files/Others/glossary_AGlossaryinGifted Education.pdf
- *Gifted Glossary* on the Texas Association for the Gifted and Talented website at http://www.txgifted.org/gifted-glossary
- *Gifted Education Glossary* on the Colorado Department of Education website at *http://www.cde.state.co.us/gt/download/pdf/gtglossary.pdf*

504 plan
An individualized plan for a student with a disability who may not meet the eligibility criteria for exceptional student education (ESE) but who requires accommodations under Section 504 of the Rehabilitation Act of 1973, which requires identification, evaluation, provision of services, parental notification, and procedural safeguards

Ability Grouping
Students of like ability in a specific content area based on observed behavior or performance are grouped together in order to be taught at a pace that matches their learning rates.

Acceleration
Grade level or subject level advancement to meet the learner's needs. Includes various means for advancing through material or grade levels ahead of normal progress. May include subject or grade acceleration, curriculum compacting, early graduation, etc.

Achievement
Accomplishment of performance; the realization of potential.

Accountability
Students, teachers, administrators, and other school personnel are responsible for instructional outcomes. Students who are gifted need to learn skills and basic information when they have not evidenced mastery.

Adequate Yearly Progress (AYP)
Specifies minimum progress for grade-level students during the school year, based on grade-level academic standards. Does not address progress for students already above grade level.

AD/HD Attention Deficit/ Hyperactivity Disorder (AD/HD)
Attention-deficit/hyperactivity disorder (AD/HD) is a condition affecting children and adults that is characterized by problems with attention, impulsivity, and overactivity. Often diagnosed instead of giftedness in children who cannot sit still when they lose interest in school. A child who is AD/HD may not be diagnosed because they have been classed as gifted.

Advanced Placement (AP) Classes
A national program developed by the College Board where high school students may take courses and examinations that meet criteria established by institutions of higher education.

Affective Curriculum
Curriculum that focuses on personal/social awareness and adjustment, and includes the study of values, attitudes, and self.

Advanced International Certificate of Education (AICE)
The Cambridge Advanced International Certificate of Education (AICE) program prepares young people for honors degree programs. It is a certificate which requires the study of subjects drawn from three curriculum areas. Cambridge AICE offers students the opportunity to tailor their studies to their individual interests, abilities and future plans within an international curriculum framework. The Cambridge AICE program was successfully piloted between 1997 and 2000 in Florida where it continues to receive legislative support and funding.

Aptitude
Innate ability. The terms intelligence, ability, and aptitude are often used interchangeably.

Asperger's Syndrome
Sometimes discussed as high-functioning autism or autism-spectrum disorder (ASD).

Asynchrony
A term used to describe disparate rates for physical, cognitive, and emotional development often displayed by gifted students.

At-risk
Students whose needs either go unmet or serve as barriers to talent recognition or development, putting them in danger of underachieving or dropping out.

Authentic Assessment
Process of evaluating student learning using assessments that more closely resemble real-world tasks such as a portfolio or performance demonstration instead of traditional tests.

Autonomous Learner
A self-directed student; a learner who makes positive educational decisions which further his/her learning.

Benchmark
Statements of major milestones for learning for each of the Next Generation Sunshine State Standards for the academic subject areas. Benchmarks or objectives are used on EPs to designate indications of progress toward the goals for the student.

Bloom's Taxonomy
Six levels of thinking developed in 1956 by Benjamin Bloom and often used to develop curriculum for gifted learners. Moving from basic to high levels of thinking, they are knowledge, comprehension, application, analysis, synthesis, and evaluation. The taxonomy has since been updated reflecting relevance to 21st century work.

Brainstorming
Often considered Fluency - An activity used to generate many, varied, and unusual ideas that are accepted without criticism.

Bureau of Curriculum and Instruction (BCI)
The organization within the Florida Department of Education that includes the offices of Healthy Schools, Humanities (which includes gifted), Instructional Materials, Library Media Services, and Mathematics & Science. The mission is to provide leadership, coordination, and technical assistance for implementing legislation, State Board of Education policy and rule, and Department initiatives pertaining to curriculum and instruction for Florida students and teachers. Services are provided for district and school staffs, parents and citizens, DOE staff, other state agencies, college faculty, and professional education associations. Our goal is for all Florida students to receive a high quality education that will prepare them to be active citizens, critical thinkers, and lifelong learners. The website is located at http://www.fldoe.org/bii/.

Bureau of Exceptional Education and Student Services (BEESS)
The organization within the Florida Department of Education that deals with programs for exceptional students, including students with disabilities; student services, including counseling and school psychology; and juvenile justice programs. The website is located at http://www.fldoe.org/ese/. BEESS oversees monitoring and dispute resolution for all ESE students, including gifted.

Cluster Grouping
Groups of students (at least three or four) with similar needs, abilities, or interests in a grade are grouped together in a heterogeneous class with a teacher who has training in providing appropriate instructional strategies for gifted to allow the teacher to more effectively differentiate instruction.

Collaborative Learning /Cooperative Learning
A teaching strategy in which students work in small groups on differentiated tasks so they may share expertise and effort in order to create a common product. Each participant has a determined role in working toward the group goal. It is important to differentiate tasks appropriately. This is not synonymous with group work.

Consultation
General education teachers and gifted teachers and/or the student meet regularly to plan, implement, and monitor instructional alternatives designed to ensure success and progress toward EP goals for a student who is gifted. Consultation is intended for students in grades 9-12 to supplement appropriate educational programs rigorous enough to meet the needs of a gifted learner.

Creativity
A mental process involving the generation of new ideas or concepts, or new associations of the creative mind. From a scientific point of view, the products of creative thought (sometimes referred to as divergent thought) are usually considered to have both originality and appropriateness of developing new, uncommon, or unique ideas.

Criterion-referenced Testing
Assessment that compares the student's test performance to his/her mastery of the content or skill rather than comparing to other students.

Critical Thinking
The analysis of complex problems or ideas that leads to understanding and decision making.

Curriculum Compacting
A strategy to modify the grade-level curriculum by eliminating material students evidence they have previously learned. In doing so, students who demonstrate high levels of achievement are provided with time for differentiated enrichment or acceleration activities.

Differentiation
Modifying curriculum and instruction according to content, process, product, and learning environment to meet individual student needs. Differentiated instruction is a philosophy a teacher uses to meet the unique needs of every learner. Even within a self-contained gifted class, there should be differentiation in the curriculum.

Dual Enrollment
High school students taking college courses, often for college credit. Dual enrollment can provide high school students benefits such as greater access to a wider range of rigorous academic and technical courses, savings in time and money on a college degree, efficiency of learning, and enhanced admission to and retention in college.

Due Process Rights
Rights that give school personnel and parents ways to solve problems and settle disagreements. They include: the right to participation, the right to have notice, the right to give consent, and the right to a due process hearing. The hearing is a formal meeting run by an impartial hearings officer, where parents and school officials can resolve disagreements fairly.

Educational Plan (EP)
An individualized written plan that describes the specific learning needs of a student who is gifted to ensure assessment, placement, curriculum and appropriate instruction as well as the related services that will be provided to that student.

Enrichment
Activities that go beyond the basic curriculum to incorporate more complex, higher-level thinking, and sophistication, abstractness, depth instead of the general curriculum (different – not more).

Exceptional Student Education (ESE)
The name used in Florida to describe special education services and programs for students with a disability and students who are gifted.

Flexible Grouping
An instructional strategy where students are grouped for appropriate instruction based on similar abilities and interests . It allows the student to move in and out of various grouping patterns depending on course content and student needs.

Free Appropriate Public Education (FAPE)
A federal regulation (34 CFR 300.17) that specifies that all children with disabilities, age 3 through 21, including children with disabilities who have been suspended or expelled from school, are entitled to a free and appropriate public education. Florida extends the right to FAPE to include students who are gifted.

Gifted
One of the Exceptional Student Education (ESE) programs in Florida. A student who is gifted has high cognitive abilities, learns more easily than do other students, and needs a special instructional program and services in order to make appropriate educational progress. In order to be eligible for programs and services for students who are gifted, a student must meet all the requirements listed in Florida State Board of Education Rule 6A-6.03019 *Special Instructional Programs for Students Who Are Gifted.*

Heterogeneous Grouping
The practice of grouping students into classes at random without regard to abilities.

Highly Gifted
Commonly the reference is made to levels of giftedness. IQ score ranges are generally accepted as: 130-144 – gifted; 145 – 159 highly gifted; 160 and above – profoundly gifted.

Homogeneous Grouping
Grouping students by common need, ability or interest.

Independent Study
Self-directed learning strategy where the teacher acts as guide, and the student takes an active role in designing and managing his/her own learning.

Individualized Educational Plan (IEP)
A written plan that describes the individual learning needs of a student with disabilities and the services that will be provided to that student. A twice-exceptional student would have an IEP which includes gifted goals.

Intelligence
The ability to learn, reason, and solve problems - to deal with cognitive complexity.

Intelligence Quotient (IQ)
IQ was previously determined by dividing the mental age (result from an intelligence test) by the chronological age times 100, now "calculated" from a statistical deviation table. Traditionally, an average IQ is considered to be 100. The spread of scores is measured by the standard deviation. For historical reasons, the standard deviation on most IQ tests is set at 15 (sometimes 16). A score of 110 means the person is in the top 25 percent of the population, a score of 120 is in the top 7 percent and a score of 130 or higher is in the top 2 percent. See "highly gifted".

Integrated Instruction
Involves combining aspects of two or more traditionally separate areas of study. For example, the study of Rome in history class combined with study of Roman mythology in English class.

International Baccalaureate (IB)
A pre-university program for highly-motivated secondary school students that can be completed to earn college credit. IB emphasizes critical thinking and understanding of other cultures and points of view. A diploma is awarded at the completion of the IB program which allows graduates access to universities worldwide.

Learning Contract
A strategy which allows students an option to eliminate material already mastered. The student selects from a variety of product options and moves at an individual pace evidencing mastery of content through enrichment and acceleration.

Learning Style
A student's preferred mode of learning, such as auditory, kinesthetic, or visual-spatial.

Magnet Schools
Special public schools that offer a concentrated curriculum in designated areas of study drawing students from a wider geographical area. Typically for science, performing arts, or math/science, some magnet schools have been established to meet the specific learning needs of the gifted.

Mentorship
An option for meeting a student's needs by designating a volunteer adult member of the community who shares expertise or interest with a student of similar career or field of study aspirations to enable the student to develop increased knowledge in the field. Students may develop a product from the experience.

Next Generation Sunshine State Standards (NGSSS)
Statements of expected learning for Florida students in the areas of language arts, mathematics, science, social studies, health and physical education, the arts, and foreign languages. The standards are available at http://www.fldoe.org/bii/curriculum/SSS/.

Norm-Referenced Test (NRT)
An assessment or test that compares one individual's results with a large group of individuals who have taken the same assessment. A norm-referenced test provides an estimate of the tested individual as compared to his or her peers with respect to the trait being measured. Examples include the SAT and typical IQ tests.

Perfectionism
An intrinsic motivation that through striving for perfection leads to outstanding accomplishments. This is healthy perfectionism. Perfectionism that tends to be disabling is extrinsically motivated by a belief that one is worthless in the eyes of others unless one can present one's self and one's work perfectly.

Portfolio Assessment
An alternative or supplement to traditional measures of giftedness, portfolios offer a collection of student work over time that can help to determine achievement and progress. Many of the elements found in portfolios cannot be captured by a standardized test.

Problem-Based Learning
An instructional method in which students often collaborate to find solutions to real-world or imaginary scenarios (based in truth) using critical and creative thinking.

Procedural Safeguards
State Board Rule 6A-6.03313, FAC., *Procedural Safeguards for Exceptional Students who are Gifted* ensures that parents have specific rights to act as partners for their child's education and are entitled to file a complaint if they feel their the school district has violated a state requirement regarding the education of their child.

Product
The method used for a student to evidence acquired knowledge.

Pull-Out Program
A program which takes a student out of the regular classroom during the school day for special programming services.

Related services
Transportation and such development, corrective, and other supportive services as are required to assist a child to benefit from special education, including, but not limited to, speech-language pathology and audiology services; psychological services, including counseling; orientation and mobility services; and medical services for diagnostic or evaluation purposes.

Rubric
A chart composed of criteria for evaluation and levels of fulfillment of those criteria. A rubric allows for some standardized evaluation according to specified criteria.

Scaffolding
A support system that enables student to succeed with tasks they find genuinely challenging. This may include study guides, step-by-step directions, modeling, or other strategies to support the student.

Simulation
A unit of study where students learn curricular content by imitating or living it as real life.

Social-Emotional Needs
Gifted and talented students may have affective needs that include heightened or unusual sensitivity to self-awareness, emotions, and expectations of themselves or others, and a sense of justice, moral judgment, or altruism. Counselors working in this area may address issues such as perfectionism, depression, underachievement, or career planning.

Standardized test
A test designed to be administered, scored, and interpreted the same way, no matter where or when it is given. Some examples are college entrance exams—like the ACT® or SAT®—or statewide tests like the FCAT.

Support Facilitation
The teacher provides services via "in class one-on-one." In class one-on-one is defined as follows: "Teacher meets with an individual student or small group of students on an individualized basis within a traditional classroom but **not as a co-teacher.**"

Telescoping Curriculum
Student is provided instruction that involves less time than is normal (e.g., completing a one year course in one semester, or three years of middle school in two). Telescoping results in advanced grade placement and is planned to fit a precise time schedule.

Tiered Lessons
A differentiated instructional strategy in which all students work toward the same goal, but activities are geared toward each student's level of understanding.

Twice Exceptional
Used to describe a student who is gifted and who meets one or more of the requirements for eligibility for services under state criteria for a student with a disability. Characteristic is a student who evidences high performance or potential combined with a disability that inhibits the student's full ability to achieve. The most common is a learning disability. Other common disorders include auditory processing problems, autism spectrum disorders, dyslexia, emotional and behavioral disabilities, and visual processing deficits.

Underachievement
Evidenced when there is a significant difference between a student's performance and an ability to perform at a much higher level.

Working on Gifted Issues (WOGI)
A project funded through the Florida Department of Education to provide professional development and technical assistance for district coordinators of the gifted to improve the teacher quality and academic achievement for students who are gifted.

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Appendix C 2

NAGC-CEC Teacher Knowledge and Skill Standards
for Gifted and Talented Education

Standard 1: Foundations

Educators of the gifted understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues. These perspectives continue to influence the field of gifted education and the education and treatment of individuals with gifts and talents both in school and society. They recognize how foundational influences affect professional practice, including assessment, instructional planning, delivery, and program evaluation. They further understand how issues of human diversity impact families, cultures, and schools, and how these complex human issues can interact in the delivery of gifted and talented education services.

Standard 2: Development and Characteristics of Learners

Educators of the gifted know and demonstrate respect for their students as unique human beings. They understand variations in characteristics and development between and among individuals with and without exceptional learning needs and capacities. Educators of the gifted can express how different characteristics interact with the domains of human development and use this knowledge to describe the varying abilities and behaviors of individuals with gifts and talents. Educators of the gifted also understand how families and communities contribute to the development of individuals with gifts and talents.

Standard 3: Individual Learning Differences

Educators of the gifted understand the effects that gifts and talents can have on an individual's learning in school and throughout life. Moreover, educators of the gifted are active and resourceful in seeking to understand how language, culture, and family background interact with an individual's predispositions to impact academic and social behavior, attitudes, values, and interests. The understanding of these learning differences and their interactions provides the foundation upon which educators of the gifted plan instruction to provide meaningful and challenging learning.

Standard 4: Instructional Strategies

Educators of the gifted possess a repertoire of evidence-based curriculum and instructional strategies to differentiate for individuals with gifts and talents. They select, adapt, and use these strategies to promote challenging learning opportunities in general and special curricula and to modify learning environments to enhance self-awareness and self-efficacy for individuals with gifts and talents. They enhance the learning of critical and creative thinking, problem solving, and performance skills in specific domains. Moreover, educators of the gifted emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in society for individuals with gifts and talents.

Standard 5: Learning Environments and Social Interactions

Educators of the gifted actively create learning environments for individuals with gifts and talents that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement. In addition, educators of the gifted foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Educators of the gifted shape environments to encourage independence, motivation, and self-advocacy of individuals with gifts and talents.

Appendix C 2

Standard 10: Collaboration

Educators of the gifted effectively collaborate with families, other educators, and related service providers. This collaboration enhances comprehensive articulated program options across educational levels and engagement of individuals with gifts and talents in meaningful learning activities and interactions. Moreover, educators of the gifted embrace their special role as advocate for individuals with gifts and talents. They promote and advocate for the learning and well being of individuals with gifts and talents across settings and diverse learning experiences.

State Board of Education Rules Relevant to Gifted

- Rule **6A-1.0503**, FAC., *Definition of Qualified Instructional Personnel,* directs that a teacher out of field shall complete at least six semester hours or the equivalent inservice (two courses) each calendar year until requirements are complete.

- Rule **6A-4.01791**, FAC., establishes specialization requirements for gifted endorsement –academic class. The requirement is for a bachelor's or higher degree with certification in an academic class coverage and completion of three semester hours each in five courses in gifted education:
  - o Nature and needs of gifted students
  - o Curriculum and instructional strategies for teaching gifted students
  - o Guidance and counseling of gifted students
  - o Educating special populations of gifted students
  - o Theory and development of creativity

- Rule **6A-6.03019**, FAC., defines gifted as "one who has superior intellectual development and is capable of high performance." Specifies criteria for eligibility to include:
  - o a need for a special program (clarified to indicate a special instructional program)
  - o a majority of characteristics of gifted students according to a standard scale or checklist
  - o evidence of superior intellectual development as measured by an intelligence quotient of two standard deviations or more above the mean on an individually administered test of intelligence
  - o Or the student is a member of an under-represented group and meets the criteria in an approved school district plan for increasing their participation.

- Rule **6A-6.030191**, FAC., sets criteria for development of educational plans (EPs) for students who are gifted.

- Rule **6A-6.0311**, FAC., states special programs for exceptional students encompass instruction and related services which provide significant adaptations in one or more of the following: curriculum, methodology, materials, equipment, or environment designed to meet individual learning needs of exceptional students.

- Rule **6A-6.0312**, FAC., provides that exceptional students (ESE) enrolled in basic courses shall be counted at ESE special program cost factors only if the class is taught by a qualified teacher in a special program for those students.

- Rule **6A-6.0331**, FAC., indicates the state's goal is to provide full educational opportunities and a free appropriate public education (FAPE) to all school age

students who are gifted and specifies LEAs must ensure that all students who are gifted and in need of specially designed instruction are identified, located, and evaluated, and appropriate education made available if it is determined the student meets state eligibility criteria and procedures be set forth in the ESE Policies and procedures document. Specifies the LEA is responsible for conducting evaluations within a reasonable period of time to determine eligibility and determining the educational needs of the student beyond the general curriculum. Evaluation instruments are not to be discriminatory and are administered appropriately. In developing an educational plan (EP) for a student, districts shall draw upon data and information from a variety of sources and examples are provided. A student may not be denied eligibility for gifted if the determinant factor is limited English proficiency.

- Rule **6A-6.03313**, FAC., *Procedural Safeguards for Exceptional Students who are Gifted,* provides parents with information regarding their rights in decisions regarding their children's education. These rights align with rights of parents of students with disabilities with provisions for
    - o Prior notice before identification, evaluation, placement or provision of services
    - o Content and provision of the procedural safeguards
    - o Informed parent consent
    - o Parent's opportunity to examine records and participate in meetings
    - o Evaluations obtained at private expense
    - o State complaint procedures
    - o Due process hearings.

- Rule **6A-6.0334** addresses IEPs and EPs for transfer students.

- Rule **6A-6.03411**, FAC., provides definitions related to ESE and ensures FAPE be provided for students who are gifted in kindergarten through grade twelve and establishes policies and procedures for evaluations and EP development. Students identified as eligible for services shall receive a specially designed instruction, which means adapting, as appropriate, the needs of an individual student, the content, methodology, and or delivery of instruction to meet the unique needs of the student that results from the student's giftedness.

Appendix X
Administrative

Table of Contents

The Student Centered Paradigm

In this model, the student becomes the nucleus of the combined efforts of family, teachers, ancillary, administrative, support staffs, community and selected technological and educational purveyors to provide the student with the best education possible. This entails that the primary educators at the school are afforded the support and assistance from, other support groups to maximize each student's learning. In so doing, the student becomes the focus of concentrated efforts to meet his educational goals.
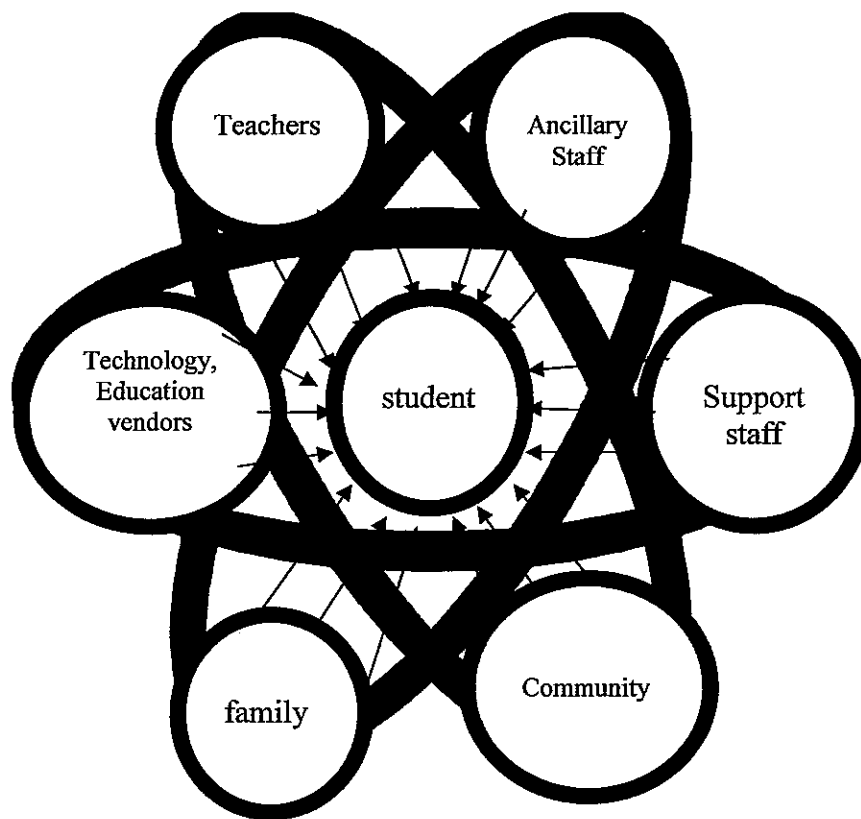
While the bulk of facilitating learning to the student is the primary role of the teachers at the academy, the interaction of the others involved in the student's education is dynamic and participation with the student can come directly to the student or through resources or support to one or more of the members of the education team within the student centered paradigm.

For the purposes of clarification:

- Teachers - are those professionals that work individually, in groups, or indirectly affecting the student learning.
- Ancillary staff - are those individuals who are paid or volunteer to provide supplementary education to the student throughout the school day or before and after hours.
- Community – encompasses those that are directly or indirectly providing support to the students at the academy.
- Support staff – are those individuals who sustain the educational process through planning, training, or directing of the learning process.

- Family – are those individuals who have a stake in the student's education and are willing participants of the support process to help the child achieve educational goals.
- Technology, educational vendors - are supplementary materials (curriculum items) and systems that are prepared to meet today's expectations of 21st century learning.

Student Centered Model of Classroom Management
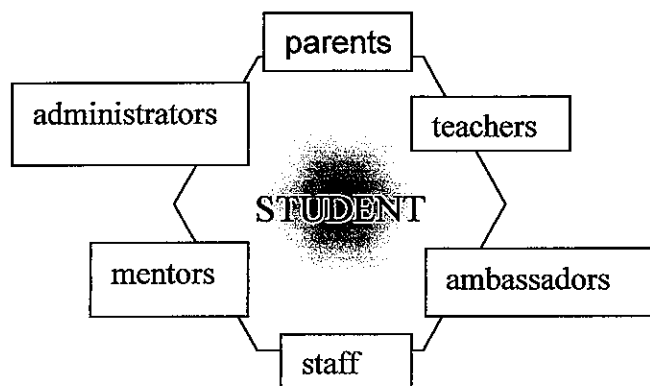
All parties work towards providing support to the student so that he/she does not feel isolated and is able to learn what acceptable behavior in the classroom is. In this atmosphere the student has many avenues to vent concerns and can find help and guidance through many individuals.

Flag system of Behavior Management

🏳	Green denotes good behavioral practices – acceptable behavior
🏳	Yellow flag denotes some behavioral issue(s) – caution
🏴	Red flag denotes inadequate behavior issue(s) – unacceptable behavior
🏴	Brown flag denotes immediate intervention is required – contact school

Inverted pyramid

The school will operate using the up-side down pyramid model of management. This model unlike top to bottom management system is not run by top administrators, who are far removed from the clients. Instead those who are closest to the client make the wheels churn and provide input towards executing the policies and procedures and play a major role in creating these and the processes with which the services are provided. Not only does this model challenge those who are at the closest rank of service to be involved in the administrative process and are encouraged to provide leadership in this area but they are expected to do so. This model is dynamic, ever changing, adjusting to the needs of the client and the organization but the teaching staff feels part of the process and is stimulated to teach and see the fruit of their labor.

For clarification purposes, the client is defined as the person who receives the services rendered i.e. the student. To a lesser extent, the parents and individuals who have a

3

stake in student learning outcomes are also clients. While we are acutely aware of the role the parents hold in their children's education, our teachers and staff are, in most cases, know the educational needs of the students they serve since they work with the students for a minimum of 5 hours and very often work one on one with individual students for variable extended periods of time. These contact hours alone provide a unique picture in what is happening in that child's education and provide the next level of education available to the students second only to what the parents can offer.

Under this paradigm the teachers and staff are the first line providers of the educational needs of the student and rank high in the inverted paradigm sharing the first level with the client and in order to provide the highest level of services to the student they must be free to teach without unnecessary interruptions and each is encouraged to become knowledgeable in curriculum matters. This requires that much of the work commonly done by teachers that would keep them from investing in the learning process of the child is delegated to ancillary and administrative staffs. The curriculum specialists work closely with staff to provide the tools to make learning smoother and more complete.

The students, together with the teacher, form the pinnacle of the inverted pyramid as such they have delegated duties to perform. When students are engaged in determining the outcomes of their education process, they feel empowered and are enthusiastic about participating in that process and become accountable for the work they complete. See illustration that follows.

Upside down pyramid illustrated:

Students and Teaching Staff

Support Staff

Administrative Staff

Up-side Down Pyramid Model of Management

4
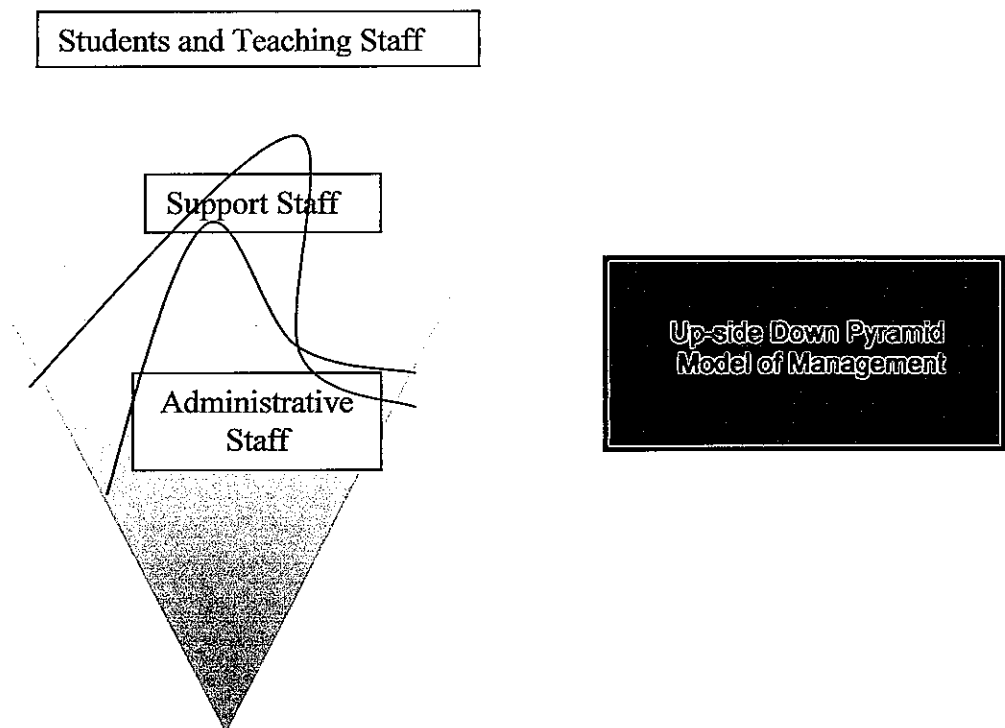
It is important to note that the lines dividing the three segments are not linear and precise. The individuals who incorporate the segments also slide into other segments indicating that sometimes the duties of each can deviate to the other and support staff can easily be found in the teaching and service area along with the teaching staff providing services and rubbing elbows with the clients (students). In the same manner administrative staff will glide into supportive staff area. Ultimately, the student is the center of attention (The Student Centered Paradigm) and will receive services as well as provide guidance as to how best to administer these services giving credence that our education is child centered and that the children will receive knowledge in the manner that is best suited to them.

To illustrate further let's look into each category and see how the upside down pyramid model differs from the regular pyramid in relation to the management systems used in the school.

Pyramid Management Model	Inverted Pyramid Management Model
Upper management created policy, made changes in processes, gave orders top down to be carried out. Any changes that were made were the decision of one or two individuals and changes that were requested by supervisors or from the first line workers took time to implement or were never implemented	Client directed – students and teachers share in the major role of determining and receiving the services that will be provided during the learning process.
Set, with ideas flowing from top to bottom determining the next layer. With little or no input by the bottom group who receives the services.	It is dynamic with ideas, thoughts, processes continuously going from top to bottom and sideways. Always with the student as the priority spark of change.
Top- bottom (Administration through to teachers and students)	Top-bottom – (Students and teachers through to administrators)
Work alone or in groups following the dictates of what is the measure of success	Team oriented – everyone in the organization works towards never being satisfied and always improving
Work within an echelon of authority – chain of command is omnipresent.	Trans-echelon – everyone in group is expected to provide input into the organizational goals.
Stagnant – established system oriented requiring major factors to change.	Dynamic – ever changing, never satisfied with the results and always looking to further improve. Advocates of continuous improvement model.

Teachers

Students

Adm.
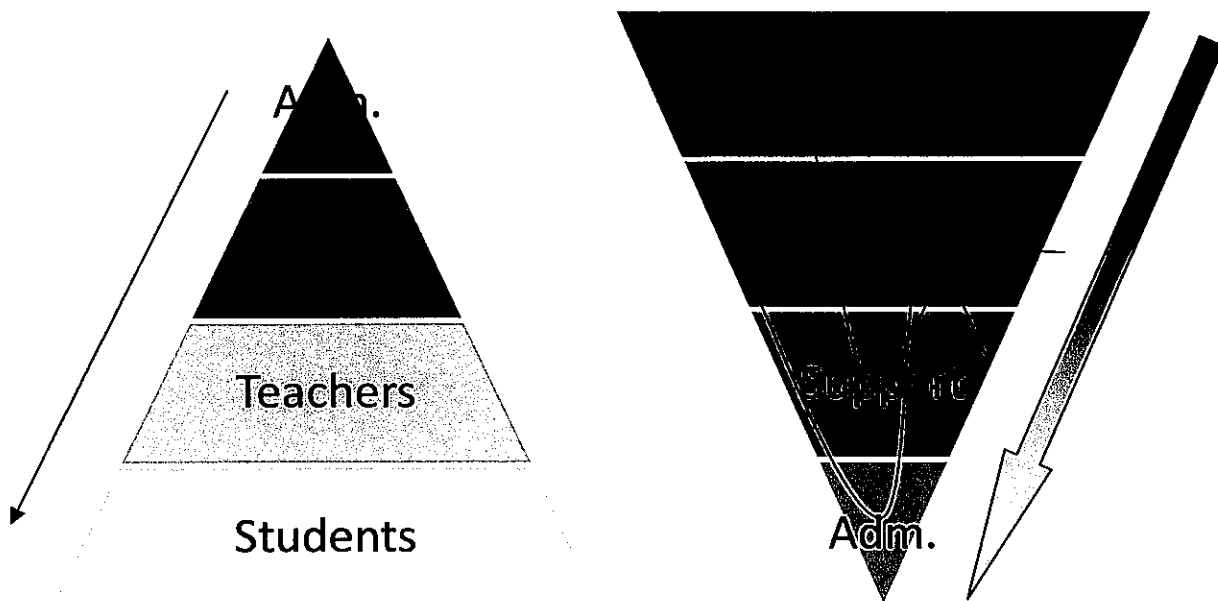
Continuous School Improvement

Continuous school improvement is the process cycle of school improvement with the major components of creating the vision, gathering data related to that vision, analyzing the data, planning the work of the school to align with the vision, implementing the strategies and action steps outlined in the plan, and gathering data to measure the impact of the intervention *and then starting over again…*
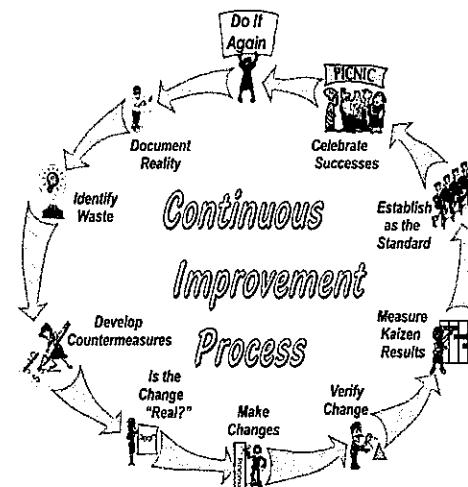
Benchmark Descriptors

Transforming: Practices reflect the ability to have meaningful dialogue about data and make changes that challenge inequity.

- A culture of **collaborative inquiry** occurs where everyone contributes to a cumulative, purposeful, and positive effect on student learning. Structures and process exist to support **shared leadership** in which the entire staff has collective responsibility for student learning and engages in collaborative inquiry focused on continuous improvement to increase student achievement. This process starts with a shared vision.

- Shared vision and mission: The entire staff represents a **collective voice** when it comes to creating and maintaining an effective learning environment. The vision and mission are translated into everyday practice and the results of assessments inform the success of related school goals. Formal and frequent opportunities exist for staff to **collaborate** on success, challenges, and assessment results as they put into practice the vision and mission of the school. This effort includes the creation of schoolwide outcomes (what students should know and be able to do upon promotion and graduation). The vision and mission are periodically **revisited** and edited so they remain living, meaningful documents.
- Schoolwide improvement plan (SIP): This results-focused plan reflects a philosophy of continuous improvement. It contains measurable performance and equity goals that reflect the vision and the mission of the school. All aspects of the plan are **continuously informed by data**—including data measuring school processes as well as student achievement and attitudinal data—all disaggregated by demographics. Analysis of the data from the SIP occurs on a continuous basis and informs changes in the plan. **All** individual staff members are responsible for using data to guide their own practice. This data is also used to inform the SIP. The plan is activated through the formation of teacher teams and school-community work groups.
- Classroom-based improvement plan: Based on the SIP, each teacher creates a personalized professional **development plan** for the year.
- Data analysis: Staff examines data through a lens of equity to identify and investigate any achievement or opportunity gaps. Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking, and longitudinal data. Data analysis occurs on a continuous basis and staff members frequently **collaborate** to make adjustments in the schoolwide plan as well as classroom practice. Instructional decision making is universally based on the expert use of robust data. Nonstandard analyses are conducted as unique questions arise.
- Dialogue about meaning: The school community is engaged in public dialogue about the meaning of the information derived from the data analysis. The dialogue is safe; all staff members have and use the personal skills and professional knowledge to engage in difficult conversations about the meaning of data, especially as it reflects the efficacy of their programs and practices as and the results being obtained with their students. The dialogue builds the alliances necessary to achieve measurable increases in student achievement, deepens staff commitment and capacity to interrupt patterns of inequity and poor student achievement, and provides intellectual and emotional support for building and **sustaining** an equity-centered learning community.
- Accountability: School staff is accountable to one another and to the broader school community. The school exhibits results publicly, preparing a school portfolio showing its work for their year and how it relates to schoolwide goals. Parents are active partners in school improvement and related school decisions.
- Structures that support this work include **common planning** time, extended periods for **professional development** (retreats, in-house professional

development, Critical Friends Groups (CFGs), and the like), and facilitation inquiry training for staff. In addition, structures are in place to measure the success and impact of the improvement plan. These measurements are public and understood by the entire school community.

Developing: Practice is reflected in teacher planning and instruction.

- The school uses frequent student assessment to make some formative and summative judgments.
- Some teachers, grade-level and content-area teams, and administrators collaborate to ensure that curricular, instructional, and assessment practices reflect the intent of the school's vision and mission.
- Meetings occur that assess the impact on student achievement that will result from changing instructional practice, although few measures have been developed to evaluate school processes.
- Most of the data is regularly analyzed by one or two people and turned into useful information that is used to summarize, examine, predict, and prevent. The goal is to use the data to find challenges and inequities in practice and then to use that data to help determine ways of addressing those challenges.
- The examination of data and dialogue about its meaning occur most often in traditional structures such as grade-level or departmental meetings.

The model is continuous, collaborative, dynamic, data driven, analytical, and dependent on professional development to support this process.
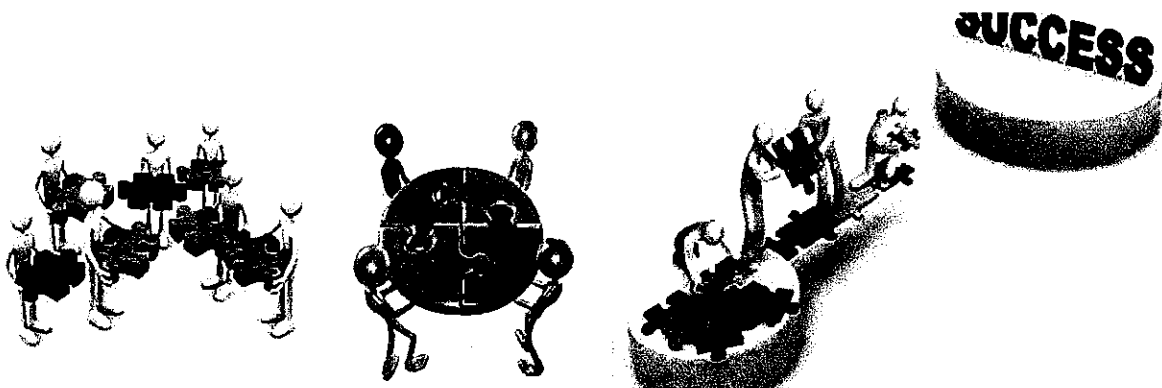
HRM Primary Activities
Human Resource Management
Goals are accomplished through
The functions of staffing
Training/development
Motivation and
Maintenance

External factors influencing
the process are labor relations,
management practices, and
government legislation

Staffing

*Strategic human resource
planning
*Recruitment
*Selection

Labor
relations

Globalization
Practices

Maintenance

*Safety and health
*Communications
*Employee relations

Training and
Development

*Orientation
*Employee training
*Employee
development
*Career development

Government
regulations

Motivation

*Motivation theories and job
design
*Performance appraisals
*Rewards and compensation

Management
practices

Staffing function:
- Strategic human resource planning

9

- Recruitment
- Selection

Strategic human resource Planning:

Strategic Human Resource Management is the process of aligning Human Resources policies and decisions with the organizational strategy and mission. Common to any effort to achieve objectives are three elements: goals, limited resources, and people.

Goals	Setting goals help you to know which direction to take
Limited resources	Understanding that LR is a fact of life since economic resources are scarce
People	Understanding that goals are accomplished through people

With the Academy's mission and goals in place, the Human Resources Department will align with the Organizational Strategy

Strategic HR aligns with Organizational Strategy

Strategy type	What it looks like	Implications for HR
Cost differentiation provide great value while keeping costs under control	**Emphasize** reducing waste, streamlining processes, and maximizing efficiencies	**Structure** jobs and departments to maximize cross training, knowledge sharing **Design** compensation programs to reward efficiency, cost savings **Select** employees with versatile skill sets.
Product differentiation Deliver general outcomes in par with other schools but incorporate features that makes it stand out	**Emphasize** creativity and innovation. Parents faced with multiple choices; identify those features that helps the student succeed	**Design** compensation system to reward creativity innovation. **Educate** staff about school differentiating features. **Create** marketing campaign to promote what makes this school unique
Customer Intimacy Strong personal relationship between provider of service and customer	**Emphasize** relationship between client and staff. Individualized service may change the end result from being just common to impressive	**Recruit** and select job candidates with strong teaching skills and customer relations to help fortify the provider/client relationship **Focus** reward strategies on learning outcomes.
Customer/market focus Unique target market	**Emphasize** the needs of a specific target market, and outcome intended	**Use** strong market research to drive recruitment and selection so the staff has a strong understanding of the

10

characteristics		target population. **Emphasize versatility and adaptability as needs are subject to ever present change**

Recruitment and Selection:

The following information is intended to help guide the process of screening applications and other pertinent data and analyzing oral interviews.

- Vacancy is advertized
- Job description are made available
- Particulars about salary and benefits
- Closing date of application is announced
- Applications are screened and processed
- Calls are made for individuals who will be interviewed
- Hiring committee interviews candidates
- Final processing of candidates takes place

Position Vacancy Announcement

Two kinds of announcements need to be prepared. The first is a short statement used to advertise the position. The second is a longer detailed description which can be sent to all those who respond to the advertisements and to individuals who are thought to be possible candidates. In addition, copies may be sent to departments in other institutions and to members of professional associations.

The short statement, used as an advertisement, might include the following:
- The name of the department and institution
- Minimum degree and practical requirements for the applicant
- Description of special characteristics or expertise desired
- Brief description of responsibilities
- Employment period – academic or calendar year
- EEO and Drug Free Work Place
- Salary range or statement that salary is competitive
- Name, title, and address of person to whom inquiry should be made
- Closing date for application

The longer, detailed, position description should repeat all the information contained in the advertisement, together with clear instructions on how to make applications and submit credentials, and should be expanded to include all relevant information which the applicant needs to know including that they are employees of the charter school and not the school board. Instructions on applying and submitting credentials should be clear and precise. Applicants are usually asked to submit a letter of

application, three or more letters of reference, and a current resume or curriculum vitae. Other materials or documents such as publications may be required as well.

It may be desirable to ask the candidate to include a written statement expressing his or her special qualifications in the letter of application as well as their teaching philosophy. In some cases, the applicant may be asked to state the earliest date they can begin employment. When the salary is open, it may be appropriate to ask the candidate what expectations he or she holds, and whether special conditions must be met before the applicant will accept the position.

The applicant needs to be informed as to how many and what sorts of letters of reference are required. General letters of reference from a placement file are sometimes submitted by the applicant but are really not as useful as those expressly written for the purpose. Letters of references are to be checked.

Separating Ineligible from Eligible Applicants – The First Screening

The interviewers now have the difficult task of reviewing and evaluating applicants on the basis of written information contained in each applicant's file. Ineligible for consideration are those applicants whose files are still incomplete by a certain date. Other reasons for finding candidates ineligible may be related to the inability of applicants to meet state and institutional regulations.

During the first screening, the files of candidates may be separated into three categories. Some candidates are clearly "ineligible" in terms of qualifications or institutional or departmental policies; others are "eligible" and still others are "marginal" in that their files may not be complete or they do not quite meet all of the criteria for eligibility. The files of those who have been declared ineligible should be set aside and the reason for the ineligibility should be inserted in each file. It is not yet appropriate to send letters of rejection to the ineligible applicants.

Evaluating the Qualifications of Eligible and Marginal Candidates – The Second Screening

The principal and/or designee will read the files carefully and prepare for the second cut. During this review, the hiring committee decides how well each applicant meets the criteria and the desired job qualifications listed in the position announcement.

The committee may decide to consider the "marginal" candidates, those who do not quite meet all of the criteria but nevertheless appear to have better-than-average qualifications. Marginal applicants who are retained will be considered again in the third screening along with all other eligible candidates who are still in contention.

Final Screening & Selection

Checking the References

Upon receiving the candidate's files, the committee is ready to start checking each of the recommended nominee's references. This is usually done by telephone. The number of references to be checked will depend on the kinds of responses obtained from the references. At least three should be contacted. The level of competence, promise of career growth, ability to work with colleagues and students, outstanding achievement, other strengths, and such weaknesses as missing classes, not completing work on time, and student complaints will all be areas of inquiry.

The Academy is committed to hiring the most dedicated, qualified individuals to become part of the school faculty. A bachelor's degree will be required and staff must process or be eligible for certification. Further preparation will be given through in-house training in the areas of disabilities, ESOL, LEP, exceptional, at risk and special needs students as well as those required by sponsor or by statute. New teachers, those that are new at teaching this particular age group or working out of field will be afforded assistance from a master teacher. The Academy is aware the costs involved in the recruiting, selection and training process and feels that it is necessary to make every effort to retain good teachers and to place them in situations they will feel comfortable to teach.

Plan for Recruiting Minorities:
- Ask employees who are in an underrepresented group to help recruit.
- Participate in job fairs at colleges, universities, places of worship, social clubs, and community based organizations where minorities are likely to be in attendance
- Advertise in community bulletins for clubs, sororities, fraternities, and places of worship where minorities are in a majority.
- Place job ads on television, radio, and Web sites and in newspapers and magazines that target a particular demographic

Training and Development

- Orientation
- Employee training
- Employee development
- Career development
- Organizational Development

Training and Development Activities

Orientation	Activities that introduce new employees to the organization and their work units
Employee	Employee training is designed to assist employees in acquiring better

Training	skills for their current job. The focus of employee training is on current job-skill requirements.
Employee Development	Employee development is designed to help the organization ensure that it has the necessary talent internally for meeting future human resource needs. The focus of employee development is on a future position within the organization for which the employee requires addition competencies.
Career Development	Career development programs are designed to assist employees in advancing their work lives. The focus of career development is to provide the necessary information and assessment in helping employees realize their career goals. However, career development is the responsibility of the individual, not the organization.
Organizational Development	Organization development deals with facilitating system-wide changes in the organization. The focus of organization development is to change the attitudes and values of employees according to new organizational strategic directions.

The Multifaceted Nature of the Job Analysis – Job analysis is extremely important to the organization. It influences every aspect of human resource functions.
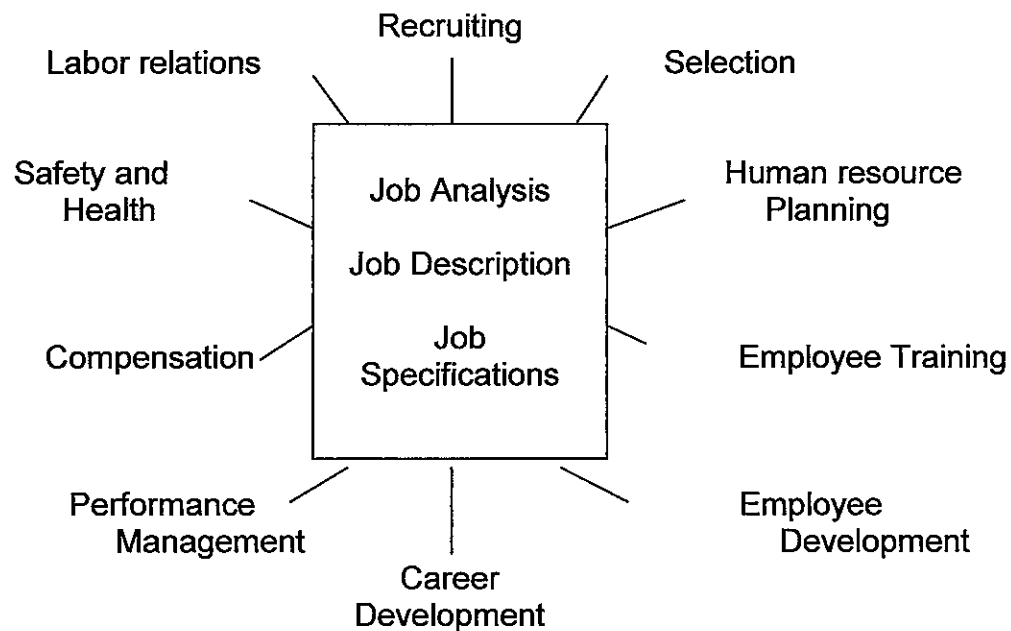
Equal Employment Opportunity Commission "Best Practice" Ideas Applicable to Recruitment and Hiring:

- Establish a policy for recruitment and hiring, including criteria, procedures, responsibilities, and applicability of diversity and affirmative action.
- Engage in short-term strategic planning.
- Identify the applicable barriers to equal employment opportunity.
- Ensure communication network notifying interested persons of opportunities, including advertising within the organization and, where applicable, not only with the general media, but with media aimed at minority people, disabled people, older people, and women.
- Communicate the competencies, skills, and abilities required for available positions.
- Communicate about family-friendly and work-friendly programs.
- Where transportation is an issue, consider arrangements with the local transit authority.
- Participate in career and job fairs and open houses.
- Work with professional associations, civic associations, and educational institutions with minorities, women, persons with disabilities, and/or older persons to recruit.
- Use recruiter, referral and search firms with instructions to present diverse candidate pools to expand search networks.
- Partner with organizations that have missions to serve targeted groups.
- Use internship, work/study, co-op and scholarship programs to attract interested and qualified persons and to develop potential candidates.
- Develop and support educational programs and become more involved with educational institutions that can refer a more diverse talent pool.
- Ensure that personnel involved in recruitment and hiring are well trained in their equal employment opportunity responsibilities.
- Explore community involvement options so the company's higher profile may attract more interested persons.

- Eliminate practices that exclude or present barriers to minorities, women, and people with disabilities, older people, or any individual.
- Include progress in equal employment opportunity recruitment and hiring as factors in management evaluations.

The Selection Process

Failed to meet minimum qualifications → **Initial**

↓ Passed

Failed to complete application or failed job specification → **Completed**

↓ Passed

Failed test → **Employment test**

↓ Passed

Failed to impress interviewer/or meet job qualifications → Passed

Problems encountered → **Comprehensive interview**

Conditional job offer

Background examination if required

Able to perform essential elements of job

Rejected applicant

Medical/physical exam if required (conditional job offer made)

Permanent job offer

Avoiding Hiring Mistakes
- Prior to interviewing applicants, update and prepare a list of the applicant will understand the expectations of the position. After all, the longer a position is open the more desperate you are to fulfill it.
- Don't panic. Hire a temporary employee, contract or subcontract out some of the work, or ask other to assist during the transition rather than hiring the wrong person.
- Ask appropriate questions; what are your long- and short term goals? Why are you interested in this position? What do you consider your greatest strengths and weaknesses? Why should I hire you? In what specific ways do you think you can

make a contribution to the company? Do you have plans for continuing education?

- Before you extend an offer, check references, including several supervisors or managers- even if the candidate had an exemplary interview and seemingly perfectly matched background. Ask if they would rehire the individual. Also check educational references.
- Obtain applicant's permission to check references with a signed release form saying that they agree to your calling their references to ask about their background and work performance.
- Don't depend on letters that provide only partial information. Call and ask to speak with someone, ask open-ended questions and listen for content as well as hesitations and inflections
- Sample questions when checking references may include one or more of the following: Why didn't you persuade him or her to stay? How well did he or she take criticism or suggestions?
- Avoid questions that indirectly or directly identify age; physical characteristics, such as height, weight, hair or eye color; religious affiliation, marital and family status; medical history; work absenteeism due to illness or physical limitation or child-or adult care obligations.

Training Needs

Training cannot be overlooked especially since training programs may be required for promotion, job bidding or salary increases. The Academy must ensure equal training opportunities must exist for all employees and all are aware of training schedules.
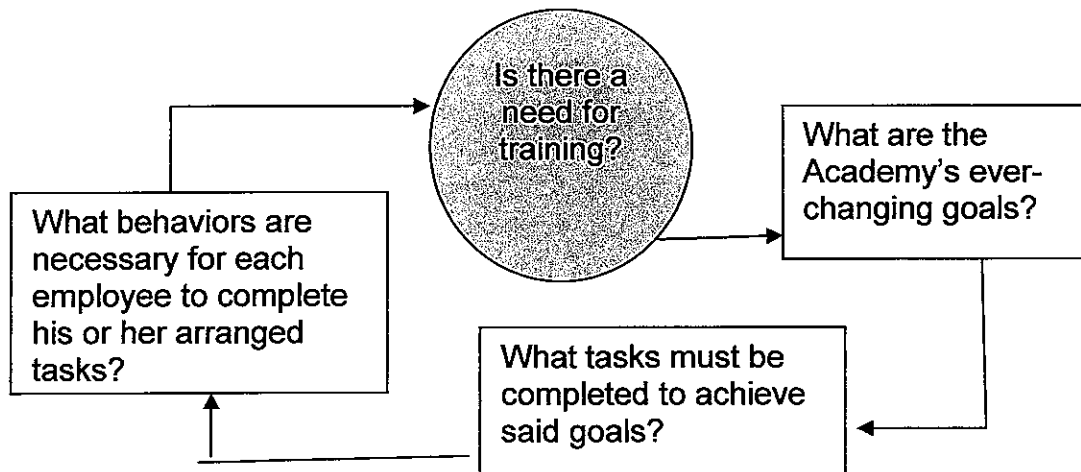
Typical Training Methods

On-the-job training methods

Job rotation – has long been considered a valuable tool to increase employee motivation. Job rotation involves lateral transfers that allow employees to work at different jobs and provides exposure to a variety of tasks. As with any training, HRM should take care to make sure the trainers not only know the job, but how to train others as well. Employers often move new hires through a rotation of different roles in the organization such as marketing, finance, and operations before they settle into a permanent position.

Apprenticeships are frequently used to combine classroom instruction in combination with working alongside a seasoned veteran, coach, or mentor. The combination of hands-on and classroom learning complement each other. Apprenticeships are frequently used in skilled trade or craft jobs such as the building trades. The experienced worker provides support and encouragement in addition to training.

Internships are opportunities for students in higher education to utilize their instruction and training in a chosen profession as part of their education. Internships vary from very unstructured to highly structured and may include college credit. Organizations usually value internships as a way to reduce recruitment expenses without creating an obligation of regular employment. Interns also provide a valuable source of new ideas and creativity. Students participating in internships gain valuable real-world experience and greatly enhance their value to prospective employers.

Off-the-job Training Methods

Classroom lectures probably don't need much explanation at this point of your education, but once you finish college, you may not have seen the inside of your last classroom. Many organizations use classroom instruction along with other methods to provide a great deal of information in a limited timeframe. Instructors need to understand the different learning characteristics of adult learners and variety of types of instructions that create interest in the specific technical, interpersonal, or problem-solving skills they are teaching.

Multimedia learning can demonstrate technical skills not easily presented by other training methods. This may include videos and DVDs that may be offered online. Simulations involve learning a job by actually performing the work (or simulation). Simulation methods may include case analysis, experiential exercises, computer simulations, virtual reality, role playing, and group interaction.

Vestibule Training facilitates learning by using the same equipment that one actually will use on the job but in a simulated work environment.

Playing Coach

Recently the job of the manager has become as more of a coach providing their workers with continuous feedback, herding them towards teamwork, empowering them to acquiring new skills and confidence as well as handling stress, burn outs, insecurities and even personal issues. In all this managers need to take time to explain expectations, direction and priorities. For the most part, coaching helps improve attitude, performance, communication and both managers and employees can build on the situation.

Motivation

- Motivation theories
- Performance appraisals
- Rewards and compensation
- Employee benefits

Motivation theories and job design
Motivation function takes into consideration the activities in Human Resources Management concerned with helping people exert at high energy levels. By combining scientific management principles on worker productivity and research such as the Hawthorne studies, management is able to predict some of the ways employees are motivated and capitalize on maintaining a high degree of motivation and job satisfaction.

Performance appraisals
The appraisal process evaluates employee performance by measuring progress toward goals.

> 1. Establish performance standards with employees
>
> ↓
>
> 2. Communicate expectations
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> ↓
>
> 3. Measure actual performance
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> ↓
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> 4. Compare actual performance with standards.
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> ↓
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> 5. Discuss the appraisal with the employee
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> ↓
>
> 6. If necessary, initiate corrective action.
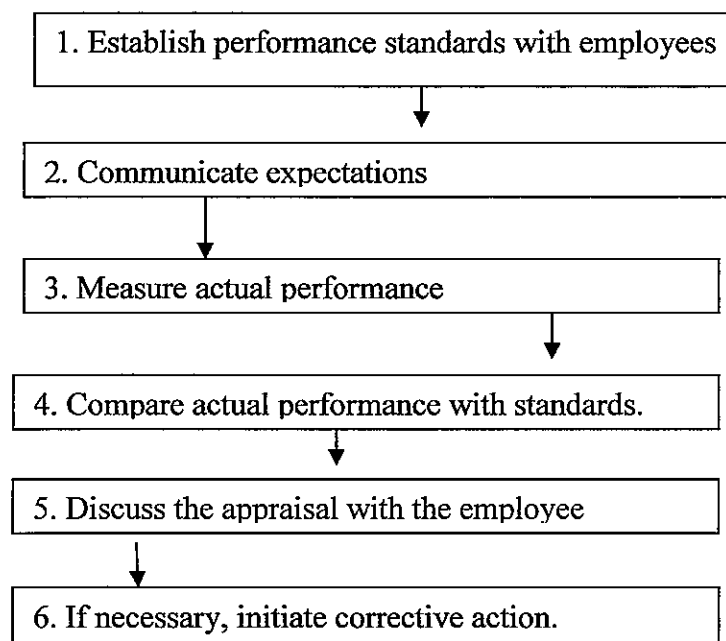
Factors that Distort Appraisals
The appraisal process can be distorted by many factors, leaving the resulting appraisal meaningless. Evaluators need to be aware of the factors that cause problems with the process and take care to eliminate their influence.

Distortions:

- Leniency error – Performance appraisal distortion caused by evaluating employees against one's own value system
- Halo error - The tendency to let our assessment of an individual on one trait influence our evaluation of that person on other specific traits.
- Similarity error - Evaluating employees based on the way an evaluator perceives himself or herself.
- Central tendency - The tendency of a rater to give average ratings.

Rewards and compensation

Reward

Intrinsic

Extrinsic

Financial — Non-financial

Performance — **Implied membership based** — **Explicit membership based**

Intrinsic:
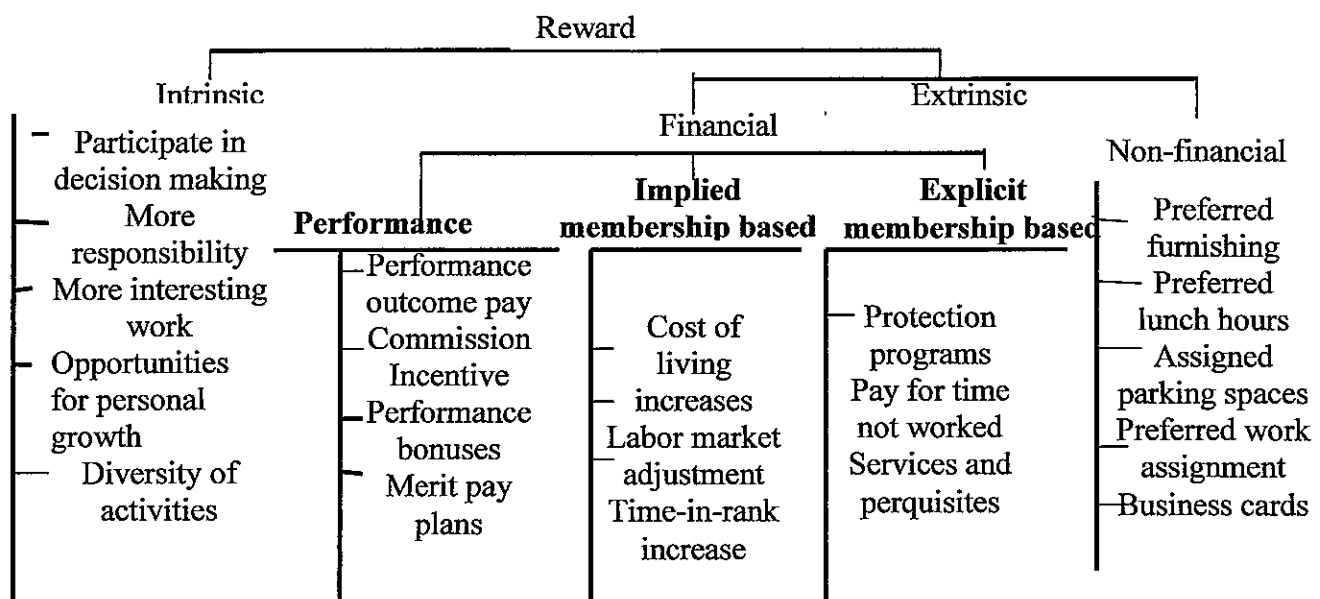- Participate in decision making
- More responsibility
- More interesting work
- Opportunities for personal growth
- Diversity of activities

Performance:
- Performance outcome pay
- Commission Incentive
- Performance bonuses
- Merit pay plans

Implied membership based:
- Cost of living increases
- Labor market adjustment
- Time-in-rank increase

Explicit membership based:
- Protection programs
- Pay for time not worked
- Services and perquisites

Non-financial:
- Preferred furnishing
- Preferred lunch hours
- Assigned parking spaces
- Preferred work assignment
- Business cards

Maintenance

- Safety and health
- Communications
- Employee relations

Maintenance Function — Activities in HRM concerned with maintaining employees' commitment and loyalty to the organization

Safety and health- ensure healthy and safe environment in which to work in

Communications – effective communication flow from employees closest to the work and able to provide information that is needed for decision making

20

Employee relations – Activities in HRM concerned with effective communication among organizational members

A special Case of Career: Entrepreneurship Qualities

Common traits of entrepreneurs – high level of motivation, abundance of self-confidence, ability to be involved for the long term, high energy level, persistent problem solver, high degree of initiative, ability to set goals, moderate risk taker and a proactive personality.

Suggestions for managing your career
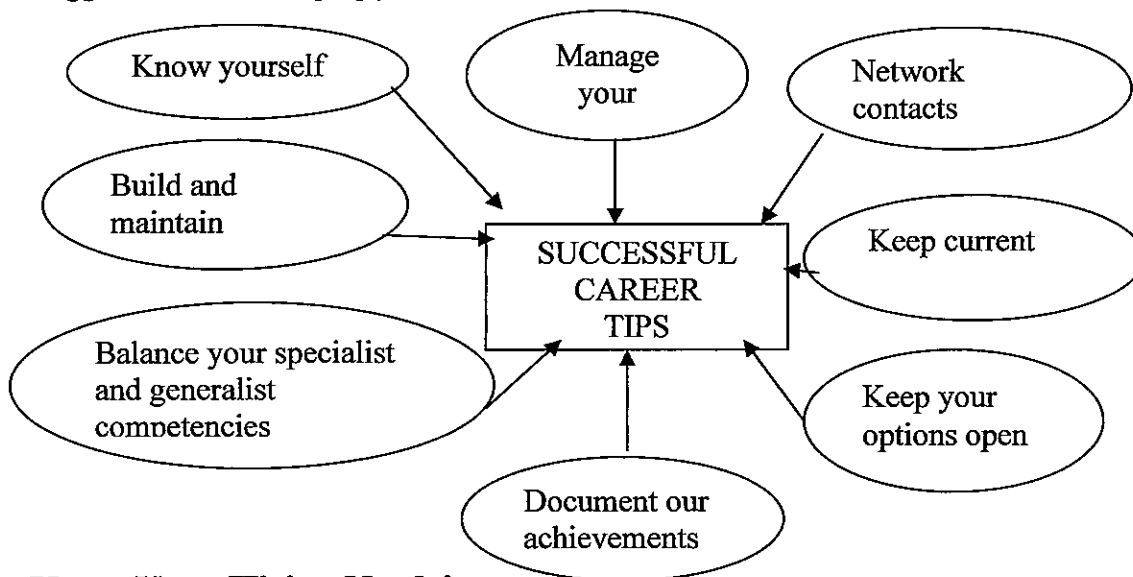
Know Your Hiring Needs!

Management functions

Management is the process of efficiently achieving the objectives of an organization with and through people. To achieve its objective, management typically requires the coordination of several vital components/functions. These are:

- Planning
- Organizing
- Leading
- controlling

Why Organizations Conduct Drug Tests

Over two-thirds of all U.S. organizations use some form of drug testing-either as a pre-employment requirement, a random testing of current employees, or a required test. Consider the following statistics. Substance abusers are:
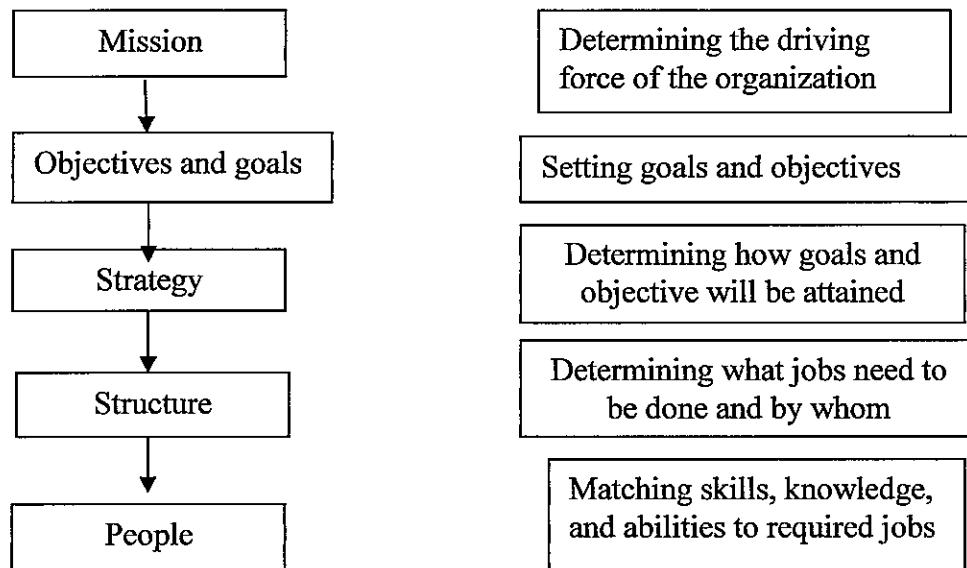
- 10 times more likely to miss work
- 5 times more likely to file a worker's compensation claim
- 3.6 times more likely to be involved in a work-related accident
- 3.3percent less productive than nonusers
- Costing U.S. corporations nearly $100 million annually.

The link between the mission and the work people do should be clear on every level:

Mission	Determining the driving force of the organization
Objectives and goals	Setting goals and objectives
Strategy	Determining how goals and objective will be attained
Structure	Determining what jobs need to be done and by whom
People	Matching skills, knowledge, and abilities to required jobs

Business/Finance Principles:

- **Management**

The board of directors provides the traditional checks and balances for the activities of an enterprise. The board sets the direction and goals and authorizes executive management to operate the company under monthly board oversight. Contracts, financial reports, key hires and important projects are presented to the board for approval at regular meetings.

- **Finance**

Embezzlement is a major problem for organizations. That is why the academy requires two signatures on checks drawn on the school account. There are generally

at least two levels of interaction in the accounting function: accounts payable is separated from accounts receivable, and deposits and payments are verified by the Principal/Director and reported to the board. Authorized signatures on payment checks are from selected governing board members, and school administrator, The chairman of the board is not an officer of the school and serves as an outside monitor by reviewing the monthly financial reports. The Academy adds a further check by outsourcing payroll and accounting.

- **Fraud and Sabotage**

The litigious society we live in makes enthusiastic and unrealistic claims by staff become advertisements fodder for lawsuits. Customers may successfully sue for fraud and misrepresentation over small points, so administration at the Academy require their staff to work within limited responsibility parameters that will divert customer calls to individuals that have the knowledge and authority to provide resolution to customer concerns. Sabotage is another risk factor that a good system of checks and balances can prevent. With a system of checks and balances in place, seeking individual power is not an option since responsibility is shared and power does not belong to one person. No one individual, within or without of the school circle, can hold hostage the Academy without repercussion. All employees and staff of the organization as well as the boards and committees work under systems of checks and balances where a Team spirit presides. All staff, at the Academy, the governing board, committees and our extended family of parents and community work in conjunction towards achieving the goal of providing a stellar education to our children and the mission and purpose of the school remains constant without interruption or interference.

School Portfolio

In the field of education, portfolios are collections of artifacts or work that document and demonstrate growth over time of a student, teacher, or, in this case, a school community, providing a comprehensive view of a school.

The Academy will initially prepare a folder or binder that will be informative about the beginning stages of the institution. As time follows it will allow for continual addition of data that demonstrates development in specific areas (e.g., focus areas). This type of portfolio presents more than just end products (e.g., policies, practices, student outcomes, etc.), but may also include the stages of development of a practice, policy, or level of student achievement, documenting concretely what was done to identify, determine, or select a course of action. This portfolio will be used by staff to:
- develop a better understanding of a particular problem
- inform decisions about how to the school will address a particular problem or set of circumstances
- enhance the personal fulfillment of the school community in recognition of things they've been able to accomplish.

- analyze and document the school-improvement process by:
  - developing school personnel's skills to be able to analyze and act upon information or data
  - gathering the most relevant and informative information available to illuminate how, what or when things are done
  - informing what is done to improve or sustain achievement
- provide evidence of leadership that makes strategic decisions which are focused on higher student achievement
- provide evidence of family and community involvement built on the assets they each possess and can offer to support the school's mission and goals

Five promises

1. Ongoing relationships with caring adults – parents, mentors, tutors, neighbors, youth volunteers or coaches

A caring adult serves as a guide, a mentor and a role model for young people. This sense of connection—within and outside the family—is a powerful factor that encourages good social skills, responsible values and a positive identity. Adult role models include parents, teachers, coaches, neighbors, youth volunteers, extended family members and tutors. Parents are the most important but children need the support of other positive adults in their lives as well.

2. Safe places with structured activities during non-school hours

A safe place with constructive activities gives youth an alternative to street corners, gangs and other harmful environments. A safe place nurtures young people's skills and interests, enriches their academic performance and gives them opportunities to contribute to their communities.

3. Healthy start and future

Children need a healthy start before they begin schooling – parental care and early immunizations are vital in a child's first years of life. Children and adolescents also need accessible and affordable healthcare, including good nutrition; eye, ear and dental checkups; and regular exercise.

4. Marketable skills through effective education

Marketable skills enable young people to prepare for employment in the 21st century. Young people must master basic academic and analytical skills, learn workplace etiquette and know how to use new technology, such as computers and the Internet.

5. Opportunities to give back through community service

Community service not only benefits society, it also enriches the lives of people who provide it. Young volunteers have higher self-esteem, perform better in school, build leadership skills and learn how to solve community problems. Unfortunately, many youth are rarely asked to participate in community service – even though most volunteer when asked.

Appendix Y

Student Aids

Table of Contents

Components of communication for parents and school:

- Homework folder element
- Contact folder element
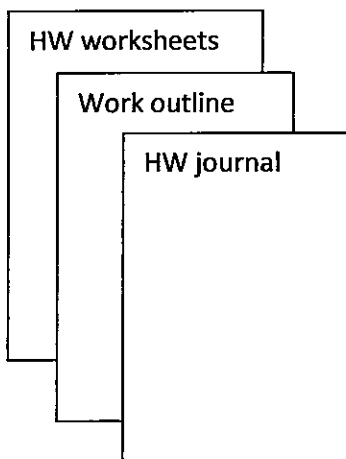- School website
- Monthly meetings

Homework folder element – Each student will have a personal folder they will use to transport any worksheets, take home instructional materials, instruction or outline sheets for assignments, and homework journal with student feedback portion.

Contact folder element – pocket is set aside to input communication to and from school, parents and administration. A parent journal will be placed in that folder for parents to make comments on homework assignments, concerns about how the student viewed work that day, and any other communication deemed appropriate for the parent to inform the school. Items that might be included in the Administrative Memo may include interim assessment results with comparative gains between homogeneous testing and other information that has not been shared with parents through established procedures.

School website will be monitored daily by school staff that will channel information to the appropriate individual who needs to take action. Action may be immediate or gradual depending on the severity of the need to address the situation. Parents will be informed of outcomes of their concerns and given a timeline to its resolution.

Monthly meetings are the perfect opportunity for parents to meet face to face with school administrators. At that time administrators will provide a concise but complete report of achievements made to date on the PIP, changes in the PIP, further assessments, and student behavior issues. At this time parents can bring up unresolved issues that are of concerns to them or their children and update both short and long term personal student goals and discuss upcoming school events.

Homework Pocket: "Contact" Pocket:

| HW worksheets |
| Work outline |
| HW journal |

| Parent journal |
| Adm. Memo |
| Teacher journal |
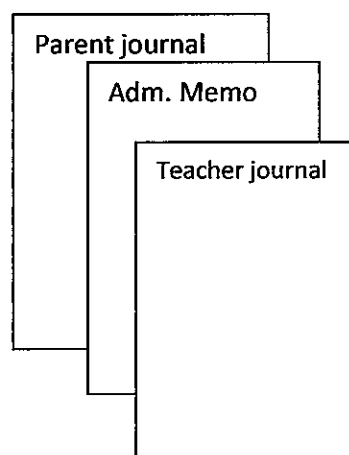
Homework Comments Journal

Name:_____ Week of:_____

Monday: What I liked: _____

What I found difficult or need help in: _____

Comments: _____

Teacher -remedy : _____

Tuesday: What I liked: _____

What I found difficult or need help in: _____

Comments: _____

Teacher- remedy : _____

Wednesday What I liked:_____

What I found difficult or need help in: _____

Comments: _____

Teacher- remedy : _____

Thursday: What I liked: _____

What I found difficult or need help in: _____

Comments: _____

Teacher -remedy : _____

Weekend: What I liked: _____

What I found difficult or need help in: _____

Comments: _____

Teacher- remedy : _____

Parent Journal
Comments Concerns

Week of:

Day/Date

Day/Date

Day/Date

Day/Date

Day/Date

Teacher Journal

Student:_____ Month:_____

	Monday		Tuesday		Wednesday		Thursday		Friday		other
	OK	Dif	OK	Dif	OK	Dif	OK	Dif	OK	Dif	
Homework											
Reading aloud											
Reading Assign.											
Tutoring											
Math											
Science											
SS											

	Monday		Tuesday		Wednesday		Thursday		Friday		other
	OK	Dif	OK	Dif	OK	Dif	OK	Dif	OK	Dif	
Homework											
Reading aloud											
Reading Assign.											
Tutoring											
Math											
Science											
SS											

	Monday		Tuesday		Wednesday		Thursday		Friday		other
	OK	Dif	OK	Dif	OK	Dif	OK	Dif	OK	Dif	
Homework											
Reading aloud											
Reading Assign.											
Tutoring											
Math											
Science											
SS											

	Monday		Tuesday		Wednesday		Thursday		Friday		other
	OK	Dif	OK	Dif	OK	Dif	OK	Dif	OK	Dif	
Homework											
Reading aloud											
Reading Assign.											
Tutoring											
Math											
Science											
SS											

Monthly Meeting Agenda

Review Personal Improvement Plan (PIP) :   Additional Comments:

1. issued skill completed
2. certificates

Discuss Assessments part and future:

1. formative
2. sustentative
3. district required

Discuss goals:

1. plans
2. completion

Discuss unresolved documented concerns from:

1. parent journal
2. student Homework
3. Administrative correspondence

Discuss behavioral issues:

1. resolved
2. unresolved

Student Centered Goals

Comments received from student homework journal:

Date	Concern	Goal Set

Comments received from parent – written or oral:

Date	w/o	Concern	Goal Set

Teacher generated goals:

Date	Concern	Goal Set

_____   _____
Student acknowledgment   Date

_____   _____
Parent signature   Date

_____   _____
Teacher signature   Date

Projecting Goals

Students like to participate in setting their own goals once they become accustomed to the types of work they are expected to accomplish. Parents like to be able to input some of their thoughts and ideas into the course of their child's education. Monthly meetings with administration provide an avenue were parents can participate in goal setting. Concerns logged through calls, parent journal or letters can be an additional fountain of information that identifies what parents wish to see occur. Documented Homework Journal concerns from the students can provide insight as to what the student wants to accomplish. These can all be gathered and used to formulate short term goals to be accomplished in the next few weeks, presented to the student and the parents, and all parties agree that this is a viable course of and acknowledge their consent.

Tracking Charts – Completion Registers –Learning Logs – To Do List

Tracking charts or completion registers provide a visual trail of what they have accomplished. By allowing them to place a sticker or a checkmark alongside of work completed provides a reward and sense of pride in what they have accomplished boosting morale and self esteem. These charts or registers can be as simple as to do lists or as complex as involving certificates and awards.

Tracking Guide			
lesson	completed	date	comments

To do List
Reading

— _____

— _____

Math

— _____

— _____

Science

— _____

— _____

— _____

Completion Register/Learning Log
Date   ownership accepted

— _____

_____

_____

_____

_____

— _____

_____

_____

_____

_____

Personal Development Plan

Once students understand the process of projecting short term goals, they can be introduced to their own long term personal development plan that can extend through middle school and high school and help them to attend college or career preparation.

Development of a Portfolio

Other innovative methods of teaching and/or assessing students include the use of portfolios where student's work will be charted and displayed that will not only serve to preserve these wondrous years but provide innumerable data of how the child is doing in not so typical assessments. Examples of what would be included in a Portfolio:

In the arts:
- songs or poetry developed by the student
- music created by the student
- mementos of plays and projects
- paintings and drawings
- videos of presentations, debates

In academics:
- projects – written portion
- projects – mathematical computations
- projects – books published or in the making
- awards, certificates
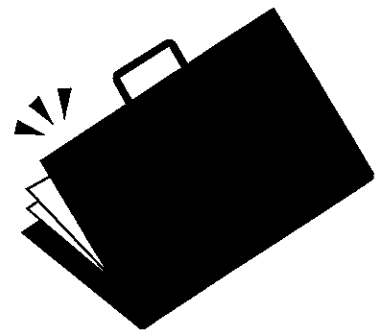
According to the Office of Research Education Consumer's Guide, more teachers have recently begun using portfolios in all curricular areas. They claim that portfolios are useful as a support to the new instructional approaches that emphasize the student's role in constructing understanding and the teacher's role in promoting understanding. They suggest that in writing instruction, portfolios can function to illustrate the range of assignments, goals, and audiences for which a student produced written material and can be a record of the activities undertaken over time in the development of written products. They can also be used to support cooperative teaming by offering an opportunity for students to share and comment on each other's work. Videos seem to be the new sampling efforts since they can be used to evoke a critical evaluation of each other's conversational skills at various points during the school year.

Recent changes in education policy, which emphasize greater teacher involvement in designing curriculum and assessing students, have also been a thrust to increased portfolio use. Portfolios are valued as an assessment tool because, as representations of classroom-based performance, they can be fully integrated into the curriculum. And unlike separate tests, they supplement rather than take time away from instruction.

Portfolios can serve as a vehicle for enhancing student awareness of these strategies for thinking about and producing work--both inside and beyond the classroom.

Bulletin Boards at Home:

Parents will be encouraged to set up a bulletin board at home so their children can display work completed in school, awards and certificates they receive, special mementos they may have of activities they may have participated in or pictures of events they want to display.
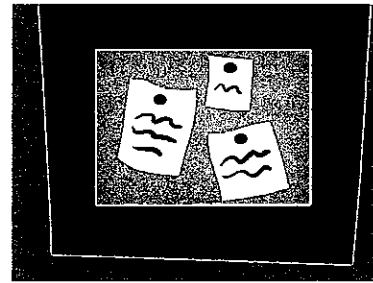
Student Success – Study Skills

To help students accomplish their goals, and prepare for advanced learning they need to be equipped with a good set of study skills. Study skills have been identified as a critical component of the learning process and it is made of several components that must be practiced so they become commonplace in the daily routines of the student.

Many students think that being a good student means just showing up for classes, taking a few notes, reading the textbooks, and studying right before the tests. However, learning, like many other activities, involves a complex set of skills that require practice. For example, if you wanted to become a good basketball player, you would have to learn how to dribble, pass, shoot, rebound, be a team player, etc., and you would have to practice these individual skills over and over in order to improve them. Similarly, studying involves learning a complex set of skills, such as note taking, test taking, etc., that must be practiced in order for you to become a good student. Below are some of these skills to practice:
- Reading Comprehension
- Note Taking
- Test Taking
- Writing
- Understanding Instead of Memorizing
- Working on Study/Learning Teams

Reading Comprehension

Some methods of reading comprehension are paramount for students to be effective readers. These include using close reading strategies, SQRRR, highlighting texts, outlining expected outcomes, taking notes while reading and tackling academic vocabulary.

Note Taking

Effective note taking begins with adequate preparation before class, good listening skills while in class, and review of the material outside of class. Pre-reading of the material in class or by the student provides him with the formulation of ideas before the material is covered in class then listening for what the teacher considers important to stress in class indicates this is important to take not to review later.

Test Taking

Successful test taking involves four critical steps: (1) preparing well in advance of the day of the test, (2) taking the test in an organized way, (3) managing stress, and (4) learning from the test after it is over.

Writing

The ability to communicate your thoughts and ideas in writing is critical for success in college and in your future career. Effective writing is a combination of many skills that must be developed through practice.

Understanding Instead of Memorizing

Memorizing without understanding is not the best way to study, nor is it sufficient for success in college. When students understand the material that they are studying rather than just memorizing facts, they are more likely to remember the material. Students who study for understanding read and think critically, recognize the complexity of the content, and can demonstrate and explain how concepts are related to each other.

Working on Study/Learning Teams

Many instructors assign projects that require students to work together in "learning teams." In addition, many students voluntarily set up their own study groups. Being able to work as a team member is a skill that can be learned only by being part of a team. There can be many benefits to studying in teams, including learning from others, participating in active learning, supplementing your personal studying, and seeing material from other perspectives.