

Sarasota County Public School District
Gocio Preschool “Pilot” Program Overview of Funding Terms & Conditions
August 2017-June 2020

Proposal: Fund two “pilot” preschool classroom programs in Sarasota County School District’s Gocio Elementary, for a period of three years, as part of a longitudinal study examining the academic impact of participation.

This proposal outlines the terms and conditions for Mary Kay and Joe Henson to fund two full time “pilot” preschool classrooms for a three-year probationary term as part of a longitudinal study regarding the academic impact of high quality preschool instructional programming. The Hensons will fund each year’s actual expenses up to a total of \$700,000 for the three years of the program. In order to fully fund these classrooms in accordance with national and state standards, two full time teachers and two full time Child Development Associates (CDA) preschool childcare aide positions are required. Participating families would be encouraged to remain enrolled at Gocio until the end of third grade in order to properly track and ensure the fidelity of data collection. Upon meeting expected outcomes at the end of three years, the Sarasota County School District would assume funding of the Gocio program for years four and five. Upon meeting expected outcomes after year five, the school district would consider continued funding at Gocio and expansion to additional Title One schools at the district. The following proposal provides further details regarding components and may help illuminate potential associated costs. The School Board’s performance and obligation to pay under this Agreement is contingent upon an annual appropriation by the School Board and the availability of funds to pay for the services in this Agreement. The School Board shall have sole discretion and be the final authority as to what constitutes an annual appropriation and the availability of funds necessary to continue funding this Agreement. If such funds are not appropriate or available for this Agreement and this Agreement is terminated, such action will not constitute a default by the School Board.

Expected Outcomes:

Preschool program participants would be expected to perform at or above district averages at the end of each grade level year in the study. This will be demonstrated by study participants performing on iReady for grades K-2 and on FSA for third grade data. Seventy-Five percent of study participants will remain at Gocio Elementary. Yearly, standardized assessment measurements would indicate that preschool program participants are performing at or above grade level when compared with peers, culminating in at or above grade level performance on the third grade Florida State Assessment test.

Sarasota County Public School District
 Gocio Preschool “Pilot” Program Overview of Funding Terms & Conditions
 August 2017-June 2020

Proposed Program Evaluation Design

Project Summary: *Gocio’s Pilot Preschool Program is a first year foundation funded initiative for the creation of a Pre-Kindergarten program at Gocio Elementary School designed to serve approximately 18 students. The project’s overall goal is to provide a quality pre-kindergarten program with a nested evaluation design. This ongoing evaluation will be most beneficial so the program can be formatively modified to provide the best instructional design for every student. The evaluation is a multi-modal approach examining program implementation and impact on students and their families.*

The evaluation will include several components:

- Ongoing literacy acquisition assessment
- Summative literacy assessment
- Ongoing behavioral acquisition assessment
- Summative behavioral acquisition assessment

Program Implementation:

Goal 1: The program will provide quality scheduling, design, curricula and training.

Evaluation for Program Implementation

- Was the program implemented as designed?
- Was targeted curriculum obtained and implemented?
- How and when were teachers trained?
- What were the barriers to program implementation?

Question	Data Needed	Instrument	Data Collection Period	Method of Collection
What curriculum was developed to meet student needs?	Curricula overview, benchmarks and standards	Curriculum	Summer, 2017	Evaluator will review curriculum
How many teachers participated in curriculum trainings?	Teacher sign in sheet Training Schedule	Sign-in Sheet	Summer, 2017	School will forward schedule and sign-in sheets to evaluator for validation.
Barriers to program curriculum implementation	Teacher/ Administrator perceptions	Structured Interview	Fall and Spring, 2017-2018	3 structured phone interviews

Sarasota County Public School District
 Gocio Preschool “Pilot” Program Overview of Funding Terms & Conditions
 August 2017-June 2020

Student Performance:

Goal 2: Participating students will perform at grade entry level or above for Kindergarten according to both academic and behavioral indicators.

Seventy-Five percent of students who enroll in the Pre-K program will remain at Gocio through their third grade year.

Students who participate in the program will perform at or above the district proficiency level on iReady or FSA.

Goal 3: Participating students will perform at or above proficiency on the Grade 3 English Language Arts and Mathematics Assessments

Growth data- A multi-method, longitudinal data collection /analysis process will be used to capture growth.

- How did students perform in literacy and mathematics skills prior to, during and after program participation?
- Did students develop appropriate behavioral skills prior to, during and after program participation?

Question	Data Needed	Instrument	Data Collection Period	Method of Collection
How did students perform in literacy and mathematics skills prior to, during and after program participation?	Literacy and Mathematics Assessment data over time	Year 1 – On the Mark KG - Grade 3 - iReady Diagnostic Grade 3 – FSA in ELA and Mathematics	3X Annually 3X Annually May, 2022	School will provide data to evaluator.
Did students develop appropriate behavioral skills prior to, during and after program participation?	Personal/Social, Adaptive, Communication, Motor, and Cognitive Assessment data over time	Battelle	Fall , 2017 Spring, 2018	School will provide data to evaluator.

Sarasota County Public School District
 Gocio Preschool “Pilot” Program Overview of Funding Terms & Conditions
 August 2017-June 2020

Family Compliance:

Goal 4: Participating parents will attend required family program events.

Goal 5: Participating parents will document at-home learning activities.

- How many family events were provided?
- What was the attendance at each and all events?

Question	Data Needed	Instrument	Data Collection Period	Method of Collection
How many family events were provided?	Family event schedule	Family Event Schedule	December, 2017 May , 2018	School provides schedule to evaluator.
What was the attendance at each and all events?	Attendance of family members at each event.	Attendance Sheets	December, 2017 May , 2018	School provides schedule to evaluator.

Eligibility Requirements:

As free preschool programs are of high interest and many families may benefit from the provision of services with no cost, eligibility determination will be based on specified criteria and participation contingent on the acceptance of family responsibility for adherence to program requirements. Applying families would be informed both of the eligibility requirements and the longitudinal study components. Requirements are as follows:

1. Program participants must sign a commitment for attendance in the preschool program for a period no less than four years. Preschool students would be encouraged to remain at Gocio Elementary until the end of third grade. This study component is critical to the quality of both qualitative and quantitative data collected for reviewing the effectiveness of the preschool programming. Ongoing data collection may include, questionnaires, surveys, classroom observations, focus group participation, and other documents and records.
2. Daily attendance is a requirement except in instances of illness or exigency.
3. Students participating in the preschool program must indicate preschool readiness (four-year old).

Sarasota County Public School District
Gocio Preschool “Pilot” Program Overview of Funding Terms & Conditions
August 2017-June 2020

4. As a part of the application process, families would have to indicate a need for free preschool programming. This need may be demonstrated through participation in the free and reduced lunch program or other related criteria.
5. Participating families would have to be districted for Gocio Elementary. Preference would be given to families with an older sibling already attending the school.
6. While overall demographics are not the primary consideration, preference may be given for families in minority groups where total applicants/families accepted for participation either represent a larger or smaller overall percentage of the school’s demographics. Efforts must be made to ensure all applicants have equal opportunity for participation, including English Language Learners (ELL).
7. Participating families would have to sign a letter of commitment to the preschool program and continued participation in the preschool program would be contingent on follow through in assigned activities.
8. Families must be willing to commit to a collaborative partnership with the program, for example: regular attendance in meetings, keeping a log of family activities, attendance at outside family “field trips” as directed by preschool coordinator, and participation in parenting classes geared towards literacy development.
9. *Determination of acceptance based on eligibility requirements will be made by the school.*

Teacher Qualifications: certification & training

- Preschool teachers would need to hold a bachelor’s degree from an accredited educational institution, hold an Early Childhood Education certification and meet state ESOL certification requirements.
- Preschool Child Care Aides would need to possess a current CDA or CDS certificate or a Bachelors or AA/AS Degree in Early Childhood Development and must be able to communicate effectively.
- See attached job description in the source documentation section of this proposal for further Sarasota County School Board requirements

Curriculum aligned to Florida Standards

- Sarasota County has access to the Frogstreet curriculum which is presently being used in many state funded VPK classrooms. This comprehensive curriculum includes a child centered focus including social-emotional development featuring Dr. Becky Bailey’s Conscious Discipline and is aligned to Head Start Early Learning Framework. Further, this curriculum provides for differentiated instruction, including ELL strategies, adaptations for young learners, special needs adaptations and scaffolding and challenge opportunities. This curriculum would be supplied to the preschool classrooms as an “in kind” contribution.

Sarasota County Public School District
Gocio Preschool “Pilot” Program Overview of Funding Terms & Conditions
August 2017-June 2020

- Preschool teachers would need opportunities to work collaboratively with the school based kindergarten team in aligning instruction with kindergarten standards/transitions
- Once curriculum materials have been identified, proper training in use of these resources would need to be ongoing throughout the three-year preschool probationary implementation period. This includes opportunities for collaboration and coaching.

Instructional Strategies: Differentiated Instruction/ Universally Designed Learning

Teachers have to be properly trained and prepared for the unique learning styles and individual profiles/readiness of the students in the preschool classroom. Preschool teachers must be prepared to:

- Make accommodations and adjustments based on student needs by utilizing a responsive approach to instruction.
- Respond according to readiness, interest and learning profile – designing instruction through ongoing positive behavior support and the purposeful use of ongoing data (assessment) collection, both formative and summative data.
- Make provisions for equitable use (accessibility).
- Design and make changes in programming and access to curriculum to accommodate a wide range of individual preferences and abilities.
- Provide for simple and intuitive use so that the design of the programming is easy to understand regardless of experience, knowledge, language skills or current concentration level.
- Communicate necessary information effectively to program participants regardless of ambient conditions or sensory abilities
- Design activities/programming that can be used efficiently, comfortable and with a minimum of fatigue
- Provide appropriate size and space for approach, reach, manipulation and use regardless of body size, posture, or mobility

(Burgstahler, 2015)

Formative and Summative Assessments

- Currently, Sarasota County uses the_Batelle Developmental Inventory 2 for Child Outcomes. Progress Monitoring is ongoing and preschool teachers have relied on the Brigance Inventory of Early Development II
- Preschool developmental checklist indicators and program indicators would need to be used in order to monitor the efficacy of the program (see attached)
- Frogstreet associated assessment materials would be utilized for formative assessment throughout the year and as needed

Sarasota County Public School District
Gocio Preschool "Pilot" Program Overview of Funding Terms & Conditions
August 2017-June 2020

Organization of Physical Space and Instructional Systems

Organization of the classroom physical space is as important as in how the teachers learn to respond within the space. Teachers would be required to adhere to the following organization and instructional systems in order to optimize instruction and increase communication and vocabulary development:

- Visual Schedules should be present and posted accordingly
- Well-organized classroom with defined instructional space
- Students given opportunities to make choices
- Length of instruction depends on developmental age and ability
- Students have a functional communication system that is readily accessible and are sufficiently competent using it throughout the day.
- Plans are present for sensory integration
- Students provided with many opportunities to request and communicate
- Teacher plans for transitions, including a 2-minute warning, giving a signal for transition
- Adaptive skills are addressed at meal times and bathroom times: eating, dressing, requesting
- Every interaction with students is an instructional opportunity
- Teacher acknowledges student efforts and positive behaviors
- Positive feedback is provided often and more frequently than corrective feedback
- Reinforcers used are individualized and presented contingently
- Para educators in the classroom are actively involved with students in a manner that promotes their independence and learning
- Data are summarized, analyzed and used to make instructional decisions

Preschool classrooms require defined spaces and materials. These materials include and may not be limited to the following:

- Special carpet area ("circle time")
- Specially designed small tables/chairs
- Shelving for materials/create separate areas for stations
- Fine and gross motor equipment, examples include and may not be limited to:
 - CD Player
 - Kitchen/grocery area
 - Blocks
 - Puppet theatre
 - Transportation equipment (cars, trains, etc.)
 - Sand table/Sensory bins
 - Housekeeping area
 - Playdoh table/area
 - Gear table
 - Science exploration
 - Library/reading area
 - Quiet space
 - Sensory equipment (P/T, O/T)
 - Chalkboard/Magnet board/Felt board
 - Nap mats

Sarasota County Public School District
Gocio Preschool “Pilot” Program Overview of Funding Terms & Conditions
August 2017-June 2020

- Space for visual schedules
- Technology (computers, Activeboards, etc.) & Technology support
- Access to refrigerator space (snacks, storing fresh food for students)
- Step stools to access water fountain in classroom

Miscellaneous Associated Costs: Appropriate and Adequate Supply of Materials

- Quality preschool programs require availability of “hands on” materials both for fine motor development and engagement with curriculum. This includes a variety of craft materials (ex. google eyes, feathers, glitter, pipe cleaners, etc.) as well as more traditional materials (ex. Construction paper, glue, tape, crayons).
- Materials also means that students have access to any materials necessary for exploration, such as for classroom cooking projects or science activities.
- Food for afterschool events/family meetings

Planning for Programming Variables

Taking into account the varying needs of students requires a certain amount of pre-planning.

- Classroom schedules would need to be aligned in accordance with the school’s master schedule. This alignment is necessary as the classrooms would need access to an appropriate playground that is designated for students five years of age and younger.
- Plans for access to school breakfast and lunch. This schedule would need to be designed both with the school plan and taking into consideration the developmental needs of preschool aged students.
- Referrals may be made to the District Child Find Office in instances where a speech/language or other concern becomes apparent through the data collection process.
- Staff may need to be additionally provided in instances where English Language Learners need support through an interpreter. These interpreters would need to be contracted through the piloted program. Standard associated costs are \$35 per hour for a contracted interpreter and are provided “as needed.”

Sarasota County Public School District
Gocio Preschool “Pilot” Program Overview of Funding Terms & Conditions
August 2017-June 2020

Collaboration with Families

- Preschool teachers work with families in aligning home activities designed to foster literacy development, including keeping a reading log, participating with help with related “homework” activities and projects and engaging in local literacy programs and events.
- Field trips would be scheduled and families invited to participate/chaperone
- Preschool events would be pre-designated so that families may plan accordingly
- Arts Integration would play a larger role in building community outreach/collaboration

Individualization and Adaptations within Daily Routines

Based on the needs of participating students there may be some need for additional access to resources and in these instances, students will be referred to Sarasota County School District’s child Find Office. After a screening/evaluation process, eligibility will be determined if additional district resources may be provided to further support progress. Participating preschool students would have the same access to district services as any other student evaluated through Child Find. In addition, some individualization may be required if participating students require ongoing behavior support, counseling or other intervention.

Well Equipped Playground – fine and gross motor opportunities

A well-equipped playground meets insurance requirements for age birth to five and includes opportunities for fine and gross motor development. Preschool equipment ranges and large equipment purchases must be cleared through the School Board of Sarasota County. Gocio Elementary currently has a playground meeting the basic requirements for preschool-kindergarten aged students. High quality preschool programs often have additional equipment specifically geared to help students develop both fine and gross motor skills. (Examples: “power” or “cylindrical grasp,” forearm rotation, wrist stability, postural control/core strengthening, balance)

Playground Activities (sample list):

- Climbing a ladder, sliding down a pole, climbing up a slide, swinging on a swing, climbing a jungle gym or monkey bars
- Wrist stability can be improved outdoors by writing or drawing with chalk, pegboards, using outdoor toys like large trucks, shovels buckets
- Separation of the two sides of the hand – rock walls, grabbing slides
- Digging in the sand, playing catch, blowing bubbles, jumping rope, hula hoops
- Balance beams, painted “figure eight”, Teeter-totter, three wheelers/trikes,

Sarasota County Public School District
Gocio Preschool "Pilot" Program Overview of Funding Terms & Conditions
August 2017-June 2020

Sarasota County In-Kind Investment

Sarasota County Public Schools funding and support will include the following:

- Two classroom spaces located at Gocio Elementary
- Access to school playground and other school facilities (ex: library, clinic)
- Preschool access to the free and reduced lunch program, including breakfast and lunch
- Compliance/Legal Protections both for the staff and students
- Insurance as allowable by the district
- Principal and Assistant Principal for staff evaluation and oversight (as appropriate to support the pilot components)
- District sponsored training opportunities
- Curriculum & Guides (Frogstreet) & Related Assessment Materials
- ELL specialist (as needed)

Associated Cost Estimates (Funding Required): *Based on current district budget averages.*

- **2 Full Time Teacher Positions (Benefits and Salary)**

Calculations are based on Average Salary Index for 2017-2018 provided by District Finance Office on May 9, 2017. Please see support documentation from this proposal. According to this budget information, Teacher Title 1 (Instructional) Average Salary and Benefits: \$70,630 x 2=\$141,260

- **2 Aide Positions (Benefits and Salary)**

Calculations are based on Average Salary Index for 2017-2018 provided by District Finance Office on May 9, 2017. Please see support documentation from this proposal. According to this budget information, Paraprofessional Aide (196 day) Average Salary and Benefits: \$37,043

Sarasota County Public School District
 Gocio Preschool "Pilot" Program Overview of Funding Terms & Conditions
 August 2017-June 2020

Projected Costs Preschool Funding Costs

Component (Annual)	Estimated Costs
Preschool Teacher (Instructional Title 1)	\$70,630
Preschool Teacher (Instructional Title 1)	\$70,630
Para Professional (196 day)	\$37,043
Para Professional (196 day)	\$37,043
Total Salary Dollar Estimate:	\$215,346

Associated Child Care Costs/Furniture & Fixtures (Start Up)	Estimated Costs
Educational Supplies/Equipment (toys, books, etc.)	\$5,000
Indoor Furniture/Equipment	\$20,000
Outdoor Equipment/Furniture	\$10,000
Technology	\$6,000
Kitchen/Housekeeping Equipment & Supplies	\$3,000
	\$30,712

Miscellaneous Associated Costs (Annual)	Estimated Costs
Contracted Services (Interpreters \$35 per hour x 50 hours)	\$1,750
Materials (paper, glue, etc) (\$200 per month x 10)	\$2,000
Science/Hands On Exploration (\$200 per month x 10)	\$2,000
Food (Snacks and Family Events) (\$200 per month x 10)	\$2,000
	\$7,750

Total First Year Start Up Costs	\$246,058
Total Annual Cost	\$223,096

Total Estimated Cost for Three Year Program **\$700,000**

Source Documentation: *The following checklist is adapted and provides another measure of quality for inclusive high quality classrooms and programs.*

Program Foundation and Philosophy:

- Guided by a clearly described philosophy
- Written goals and objectives
- Promote partnerships with parents

Management and Training – the administrator:

- Communicates expectations to staff
- Regularly visits classrooms and monitors staff performance
- Provides ongoing support and feedback
- Arranges for on-the-job-training

Sarasota County Public School District
Gocio Preschool "Pilot" Program Overview of Funding Terms & Conditions
August 2017-June 2020

Environmental Organization:

- Open classrooms clearly divided into learning areas
- Appropriate, child-sized equipment and furniture
- Material selection is adequate, accessible, and developmentally appropriate

Staffing Patterns:

- Staff schedules and responsibilities are defined and followed
- Staff prepare activities in advance
- Staff has time to plan and exchange information

Instructional Content:

- Functional skills are targeted for instruction
- Instruction takes place during naturally occurring classroom routines
- Learning activities are developmentally appropriate
- Multiple activity options are scheduled and available to children throughout the day
- Children do not wait for activities to begin or end

Instructional Techniques:

- Staff responds to child-initiated behaviors
- Staff uses appropriate strategies to facilitate practice and learning
- Staff provides individualized attention during activities
- Behavior management procedures are planned and used consistently

Program Evaluation:

- The program has a written plan to monitor goals and objectives
- Evaluation is conducted regularly
- Data are used to make decisions toward improvement
(Cate, Diefendorf, McCullough, Peters, Whaley 2010)

Sarasota County Public School District
 Gocio Preschool "Pilot" Program Overview of Funding Terms & Conditions
 August 2017-June 2020

A	B	C	D	E
1	REFERENDUM BUDGET			Formula
2	Average Salary Index: 2017-18			NUMSTEP, NUM FURLOUGH
3				
4	Classification	Days	Scale	Avg Sal & Ben
5	TEACHER - Title 1		INST	\$70,630
6	TEACHER - Regular/Instructional Facilitator	196	INST	\$70,630
7	TEACHER - 11 month/Instructional Facilitator	220	INST	\$79,279
8	TEACHER - 12 month	240	INST	\$86,486
9	PSYCHOLOGIST, SOCIAL WORKER	220	INST	\$101,013
10	Program Specialist Inst. + 7.1%	220	INST	\$101,013
11	Program Specialist Inst. + 7.1%	196	INST	\$73,025
12	Campus, Cafeteria, Playground Monitors, Custodian Helper	186	SSP-1	\$24,417
13	Campus, Monitorial - 240 Day	240	SSP-1	\$31,506
14	Teacher Aides	196	SSP-3	\$30,730
15	Clinic, ESE Autistic, ESE5254, Security	196	SSP-4	\$32,119
16	ParaProfessional Aide 196	196	SSP-7	\$37,043
17	Para Professional /220 day	220	SSP-7	\$45,552
18	ParaProfessional Aide / 240 Day	240	SSP-7	\$43,155
19	Deaf Ed Interpreter (AA/AS + EIE Certification)	196	SSP-9A	\$38,502
20	Deaf Ed Interpreter (AA/AS + EIF II Cert	196	SSP-11	\$51,095
21	Deaf Ed Interpreter (BA + EIE III or RIDCert)	196	SSP-13	\$54,793
22	Bus Aide	186	SSP-3	\$30,834
23	Deaf Ed Interpreter (EIE III or RIDCert)	196	SSP-12	\$46,909
24	Custodians, Grounds Helpers	240	SSP-4	\$42,915
25	Food Service Worker	186	SSP-2	\$20,071
26	Food Service Manager FS-3			\$39,672

176 School Board Approved - September 4, 2001, Revised – April 5, 2011 SCHOOL DISTRICT OF SARASOTA COUNTY JOB DESCRIPTION TEACHER SALARY SCHEDULE: INSTRUCTIONAL COST CENTER: DISTRICT-WIDE QUALIFICATIONS: (1) Bachelor's Degree from an accredited educational institution. (2) Certified by the State of Florida in appropriate area. **KNOWLEDGE, SKILLS AND ABILITIES:** Knowledge of child growth and development and especially of characteristics of children in the age group assigned. Knowledge of prescribed curriculum. Knowledge of current educational research. Basic understanding and knowledge of use of current technology. Knowledge of learning styles and skill in using varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents and others. Ability to plan and implement activities for maximum effectiveness. Ability to effectively assess levels of student achievement, analyze test results and prescribe actions for

Sarasota County Public School District
Gocio Preschool "Pilot" Program Overview of Funding Terms & Conditions
August 2017-June 2020

improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work effectively with peers, administrators and others. REPORTS TO: Principal or designee JOB GOAL To provide an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical and psychological growth and maturation in accordance with District philosophy, goals and objectives. SUPERVISES: N/A PERFORMANCE RESPONSIBILITIES: * (1) Establish short and long-range goals based on student needs and District and state curriculum requirements. * (2) Plan and prepare lessons and strategies which support the School Improvement Plan and District mission. * (3) Plan and prepare lessons which are meaningful and engaging. * (4) Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences. * (5) Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs. * (6) Assist in assessing changing curricular needs and plans for improvement. * (7) Maintain a positive, organized and safe learning environment. * (8) Manage time, materials and equipment effectively. * (9) Instruct and supervise the work of volunteers and aides when assigned. *(10) Establish and maintain effective and efficient record keeping procedures. *(11) Use effective student behavior management techniques. *(12) Assist in enforcement of school rules, administrative regulations and School Board policies. 176 TEACHER (Continued) ©EMCS *(13) Participate in the development and implementation of IEP's, EP's & 504 Plans for exceptional education students, as appropriate. *(14) Develop effective assessment strategies to assist the continuous development of students. *(15) Interpret data for diagnosis, instructional planning and program evaluation. *(16) Establish appropriate testing environment and test security. *(17) Demonstrate knowledge and understanding of subject matter content. *(18) Apply principles of learning and effective teaching in instructional delivery. *(19) Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students. *(20) Use appropriate strategies and techniques to enhance critical thinking skills in students. *(21) Apply appropriate instructional modification for students with special needs. *(22) Provide quality work for students that is challenging and relevant to the goals and objectives of the class. *(23) Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law. *(24) Provide instruction on safety procedures and proper handling of materials and equipment. *(25) Use appropriate materials, technology and resources to help meet learning needs of all students. *(26) Provide a positive environment in which students are encouraged to be actively engaged in the learning process. *(27) Communicate effectively, both orally and in writing, with other professionals, students, parents and the community. *(28) Collaborate with other professionals and parents after recognizing student distress or abuse. *(29) Collaborate with peers to enhance the instructional environment. *(30) Assist others in acquiring skills and knowledge in specific areas of responsibility. *(31) Engage in a continuing quest for personal growth through inservice, classes and study. *(32) Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment. *(33) Model professional and ethical conduct when dealing with students, peers, parents and the community. *(34) Perform and fulfill all professional responsibilities. *(35) Prepare all required reports and maintain all appropriate records. *(36) Support school improvement initiatives by active participation in school activities, services and programs. *(37) Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification. (38) Perform other incidental tasks consistent with the goals and objectives of this position. PHYSICAL

Sarasota County Public School District
Gocio Preschool "Pilot" Program Overview of Funding Terms & Conditions
August 2017-June 2020

REQUIREMENTS: Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects. TERMS OF EMPLOYMENT: Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District. EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel. Job Description Supplement No. 03 *Essential Performance Responsibilities

209 School Board Approved – July 19, 2005 – Revised – February 16, 2016 SCHOOL DISTRICT OF SARASOTA COUNTY JOB DESCRIPTION PRE-SCHOOL/CHILD CARE AIDE SALARY SCHEDULE: SSP-7 COST CENTER: DISTRICT-WIDE QUALIFICATIONS:

(1) High School Diploma (2) Possess a current CDA or CDS certificate or equivalent waiver or (3) Possess a B.A. Degree or AA/AS Degree in Early Childhood/Child Development or (4) Eligible for Florida Teaching Certification in Pre-Kindergarten, Elementary or Exceptional Student Education. (5) Must be able to communicate effectively KNOWLEDGE, SKILLS AND ABILITIES: Basic knowledge and understanding of children. Knowledge of general computer use. Ability to follow directions. Ability to work independently. REPORTS TO: Principal or Designee JOB GOAL To perform routine tasks independently as assigned under the direction of a certified staff member. SUPERVISES: N/A PERFORMANCE RESPONSIBILITIES: * (1) Assist in the supervision of students as assigned. * (2) Maintain a safe, healthy learning environment and supervise children in all learning activities. * (3) Plan for and provide developmentally-appropriate learning activities. * (4) Supervise outdoor activities. * (5) Appraise student needs. * (6) Assist in serving meals and snacks. * (7) Assist children with personal hygiene. * (8) Establish, where feasible, relationships with families of students. * (9) Perform clerical duties as assigned. *(10) Assist in creating a safe learning environment. *(11) Implement classroom activities as directed. *(12) Assist staff members with behavioral management. *(13) Assist with the development of instructional materials. *(14) Assist with the preparation of accurate records and reports. *(15) Assist with assessing student progress. *(16) Communicate effectively with staff and parents. *(17) Use specialized equipment as required. *(18) Intervene, when appropriate, to situations concerning discipline of students. *(19) Demonstrate initiative in the performance of assigned responsibilities. 209 PRE-SCHOOL/CHILD CARE AIDE (Continued) *(20) Provide for a safe and secure workplace. *(21) Model and maintain high ethical standards. *(22) Follow attendance, punctuality and proper dress rules. *(23) Maintain confidentiality regarding school matters. *(24) Maintain positive relationships with staff and vendors. *(25) Participate in workshops and training sessions as required. *(26) Keep supervisor informed of potential problems or unusual events. *(27) Respond to inquiries and concerns in a timely manner. *(28) Follow all School Board policies, rules and regulations. *(29) Exhibit interpersonal skills to work as an effective team member. *(30) Demonstrate support for the School District and its goals and priorities. (31) Perform other incidental tasks consistent with the goals and objectives of this position. PHYSICAL REQUIREMENTS: Medium Work: Exerting up to 50 pounds of force occasionally and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects. TERMS OF EMPLOYMENT: Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District. EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel. Job Description Supplement No. 04 *Essential Performance Responsibilities

Sarasota County Public School District
Gocio Preschool "Pilot" Program Overview of Funding Terms & Conditions
August 2017-June 2020

385 SCHOOL DISTRICT OF SARASOTA COUNTY JOB DESCRIPTION ADMINISTRATIVE ASSISTANT III / PRESCHOOL DIRECTOR SALARY SCHEDULE: SSP-9 COST CENTER: SARASOTA COUNTY TECHNICAL INSTITUTE (0391) QUALIFICATIONS:

(1) Florida Child Care Professional Credential or Associates Degree or higher in Early Childcare (2) Florida Child Care and Education Director Credential. (3) Must receive a minimum score of 80% on Microsoft Word test. KNOWLEDGE, SKILLS AND ABILITIES: Knowledge of best practice child care procedures, Florida Child Care Law, Local/State and Federal Child Care regulations and resources, Florida Department of Education (FDOE) early childhood education curriculum frameworks, Sarasota County Schools and FDOE ESE/VPK/Pre-school/CTE policies and resources. Desktop publishing proficiency, school and child care center equipment operation, excellent oral and written communication skills and public speaking ability, proven organizational and administrative skills, bookkeeping and budgeting knowledge. Abilities include confidentiality maintenance, time and resource management, professionalism in internal and external public relationship building, demonstrated success at dealing effectively with partners and regulatory agencies, demonstrated success leading staff, volunteers, children, parents and partners toward excellence and continuous improvement. REPORTS TO: Principal or designee JOB GOAL To support the Sarasota County Technical Institute's Tech Tots Preschool program including maintaining the Look for the Stars 5 Star rating, enrollment levels within 10% of capacity, while enhancing customer service, productivity and efficiency, operating under school district policies and state regulatory (licensure) requirements. SUPERVISES: N/A PERFORMANCE RESPONSIBILITIES: (1) Overall administration and operation of the SCTI Tech Tots Preschool (2) Preschool policy and procedure development, implementation and oversight (3) Ensure safety standards are met at all times (4) Provide quality customer service to parents, children, staff, and community members (5) Actively provide and/or facilitate professional development for preschool staff (6) Actively participate in community networking to sustain and enhance the program School Board Approved – March 4, 2014 – Revised July 22, 2014 ADMINISTRATIVE ASSISTANT III / PRESCHOOL DIRECTOR ADMINISTRATIVE ASSISTANT III / PRESCHOOL DIRECTOR (Continued) (7) Demonstrate timely submittal of all reporting required by law and the school district for center operation that Tech Tots collaborates including but not limited to ELC, ESE, State of Florida, DCF, FDOE, Look for the Stars, Growing Healthy Kids. (8) Maintain and monitor the Tech Tots preschool budget (9) Maintain current bookkeeping for all student tuition payment schedules including a system for the collection of past due balances. (10) Ensure consistent best practices in early child development are demonstrated daily through a current knowledge of state and national child care laws, research and methods. (11) Provide administrative support including producing, processing, submitting, and filing for all reporting, correspondence, licensure, advisory committee documents, food ordering, and electronic requisition purchase requests. (12) Other duties as assigned to support the Tech Tots preschool and SCTI's Early Childhood Education Program. PHYSICAL REQUIREMENTS: Able to move quickly, handle long periods of standing, walking, sitting on the floor or a low chair. Able to lift or maneuver up to 60 lbs. TERMS OF EMPLOYMENT: Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District. EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel. Job Description Supplement No. 05 *Essential Performance Responsibilities

Sarasota County Public School District
Gocio Preschool “Pilot” Program Overview of Funding Terms & Conditions
August 2017-June 2020

Source Bibliography

- Burgstahler, S.,(2015). Universal design of instruction (UDI) : Definition principles, guidelines and examples. Retrieved from <http://www.washington.edu/doit/universal-design-instruction-udi-definition-principles-guidelines-and-examples>
- Cate, D. Diefendorf, M., McCullough, K., Peters, M., Whaley, K. (2010, September). Quality indicators of inclusive early childhood programs/practices. Retrieved from <http://www.nectac.org/~pdfs/pubs/qualityindicatorsinclusion.pdf>
- The 10 NAEYC Program Standards (2017, May). Retrieved from <https://families.naeyc.org/accredited-article/10-naeyc-program-standards#1>
- National Center on Child Care Quality Improvement, A Service of the Office of Child Care (n.d.). Program assessment tools for early childhood programs. Retrieved from https://qrisguide.acf.hhs.gov/files/Program_Assessment.pdf
- Sparks, S.D., Harwin, A. (2017, April). Untangling parents’ roles in shaping academic gaps. *Education Week*,36(28), p1-13.
- US Department of Health and Human Services, Administration on Children, Youth and Families, Head Start Bureau. (2003, September). The Head Start leaders guide to positive child outcomes. Retrieved from https://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC_Bookstore/PDFs/HeadStartGuidePositiveChildOutcomes.pdf
- US Department of Education (n.d.). Retrieved from <https://ed.gov/about/inits/ed/earlylearning/index.html?src=rn>
- Watson, A., McCathren, R. (2009, March). Including children with special needs: Are you and your early childhood program ready? Retrieved from <https://www.naeyc.org/files/yc/file/200903/BTJWatson.pdf>